

large machines is a corner occupied by two older ones. These are Peter's pride and joy. "Because every once in a while one of you will ask for a batch of books or paper made to a unique design. They are produced by craftsman, using traditional printing skills. Every operation is controlled by hand."

The machines are irreplaceable and so are the skills of the operators.

As for Peter, his smile does not mean he likes more jobs than he can cope with. It means he's glad to show you how he does them. All ninety thousand.

Hastar Hope Ltd., St. Philips Drive, Boyton, Oldham OL2 6AG.
Telephone: 061-662 1411.

'Staff can boost self-esteem of disturbed'

by Rob Doe

Schools underestimate the help they can give to disturbed children, suggests a report published this week by the Schools Council.

Schools could help mend the "damages and deficiencies" of the one child in 10 thought to suffer "emotional or behavioural problems", say Mr Mary Wilson and Mrs Mary Evans, two of the council's researchers. Both are former teachers and inspectors of special education with the Inner London Education Authority.

The report, *Education of disturbed pupils*, says "disturbed" means those with "any abnormality of behaviour, emotion or relationships sufficiently marked or prolonged to cause handicap to the child or distress in the family or community".

Nine out of 10 falling into that category were in ordinary schools and the report says teachers are the only ones in a position to give continuing professional help.

After three years spent examining "good practice" in special and normal schools and special units for disruptive pupils they say the teachers' methods and attitudes matter more than what is taught. "Methods to improve important than content: what matters is the way in which teachers generate enthusiasm", says the report.

Kindly but firmly is how teachers should handle the disturbed. Schools should provide a secure and structured environment in which the standards expected of pupils is clear and consistent.

Dr Wilson said this week, "You get nowhere by punishing bad behaviour compared with what you get from encouraging 'good behaviour'."

The report says disturbed children are not usually unintelligent. But most find concentration difficult and worked below their potential.

They needed to be able to achieve something to improve their self-esteem.

The researchers support the idea that the minority of disruptive pupils should be withdrawn to special units, though they take particular exception to the term "sin bin".

Dr Wilson said its use as a cynical staffroom joke was understandable but its use in print was insulting to the children in them who needed help and the staff that worked in them.

Mrs Evans said "Sin has nothing whatever to do with young children and any suggestion of a 'sin bin' is vulgar and totally improper."

But the report was justifiably attacked this week for its support

of these special units by the self-appointed "education watchdog", the Advisory Centre for Education (ACE).

The centre complained that the council's report encourages schools to "throw out" pupils who do not fit in when it is the schools who should be mending their own ways.

ACE claims that this is happening increasingly. Between 1960 and 1976, it says, there was nearly a seven-fold increase in the numbers of children regarded as maladjusted compared with a 35 per cent increase in the pupil population.

"Disturbance is in the eye of the beholder," says a statement from the advisory centre complaining that parents have no appeal against referral to special units.

"ACE is concerned that units may be used as a first resort for schools in difficulty when extra resources, a reappraisal of the curriculum and a more responsive and flexible structure might be appropriate," the statement says.

A survey carried out as part of the Schools Council's research has been published. Called *Special provision for disturbed pupils*, it concludes there is little to distinguish the best practice in special schools and units from the best educational practice in any school.

The survey's ideals of "warm, caring attitudes in adult-child relationships, improvement of self-image through success, firm, consistent educational programmes and continuity" are what ACE thinks all schools should be doing anyway.

Researchers Evans and Wilson agree that the ingredients of good education are the same for all pupils but say the disturbed may need them more intensely than big fragmented schools can provide.

The survey, carried out for the council by Mr Ron Dawson, found boys were much more likely to be classified as disturbed. In special schools and units they outnumber the girls five to one.

Mr Dawson, now directing a project to help teachers with difficult children in Barnsley (see the TES, May 9), said girls were much more likely to be quietly neurotic, while boys are disturbingly aggressive. It was suggested that this might be reflected in the much higher proportion of women in mental homes and men in prisons.

Education of disturbed pupils by Mary Wilson and Mrs Evans, Wokingham Paper 65, Evans Methuen £7.

Special provision for disturbed pupils: A survey by Ron Dawson, Macmillan Education £6.55.

Rescue for ILEA with minor reforms

by Biddy Passmore

The Inner London Education Authority has been saved from a certain vote of no confidence in the House of Commons by a narrow margin.

The report published today by the National Union of Teachers in Avon, the report entitled *After the fire*, explores the underlying frustration with education in the area and the state of multi-ethnic education in schools generally. Calling for considerable curriculum reform, it says attitudes from teachers, parents and the community are particularly great. The report's authors say: "We fear that this is the sort of remark which could reinforce widespread prejudices, give legitimacy to discriminatory practices and will accelerate the recurrence of events similar to those of April 2."

The report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

After the fire... more to follow?

by David Lister

MPs after the April 2 riot that most of the black children now in the city's schools had been born in Bristol and had no special need related to their background.

The authors, teachers of secondary schools which take the St Pauls youngsters, say they were "sickened and deeply embarrassed" to read Sir Garvan's remarks. They also cite his statement that "the willingness of many of the coloured community to make requests to teachers and to work in the community is not particularly great." The report's authors say: "We fear that this is the sort of remark which could reinforce widespread prejudices, give legitimacy to discriminatory practices and will accelerate the recurrence of events similar to those of April 2."

The report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.

The report says that young black people and their parents in St Pauls have been complaining for several years on two counts regarding the education service. "First, they ask, why is it that so many young black pupils leave school without any qualifications or without sufficient qualifications to obtain employment in satisfactory positions? Second, why is it that ethnic minority pupils leave school with such low self-esteem and so little pride in their cultural heritage?"

The report points out that at least twice as many black youths as white leave school in the city without jobs.

Looking in depth at the educational provision in the St Pauls area, the report notes that for under-

standing the report says that the apparent lack of any real willingness on the part of Avon council to learn from April 2 and their complete inability to admit any errors or misjudgments is incredible and appalling.



ESL child. There is, it says, a general lack of knowledge of ESL teaching among secondary teachers in Avon, among English teachers in particular.

On entering the school, children are often put into ability streams on the basis of the Burt reading test and a verbal reasoning test, which requires a sophisticated knowledge of standard English. Language difficulties keep many ESL speakers in the lowest streams says the report.

The authors urge more mother tongue teaching, saying that "to the cultural education and to deny the place of ethnic minority languages within it is clearly inconsistent and contradictory."

Teachers are urged to look more critically at text books for racist overtones and stereotype figures. The authors claim "for the black child the English language is a language of alienation." Words such as "blacklisted" or a job being "blacklisted" contribute to this alienation, they say.

The report says many children are made to feel ashamed of their own language from nursery school on. "All too often Akaal children can be seen silent and withdrawn in the classroom situation and yet within their own communities they are totally different, lively and vivacious young children."

Teachers from all departments should agree on their attitude to non-standard English in the child's oral and written work and how they are going to relate this, and on a system of marking.

The report sounds a gloomy warning on the possibility of further trouble in St Pauls. Noting that many people live in poor conditions, that streets of houses and shops were replaced with blocks of flats, that there is an absence of facilities such as libraries, attractive open spaces and local authority youth clubs for the 10,000 population, the authors say: "Very little has changed in St Pauls since April 2. An increased police presence and its identification as a problem area have, if anything, heightened tensions. We are convinced that there is a strong possibility of further major incidents."

Copies of *After The Fire* are available price £1 from the Secretary, Equal Opportunities Sub-committee, Teachers' Association (NUT), 36 York Road, Mumpster, Bristol G.

Beware apathy, says governors' guide

by Sarah Bayliss

Ten many school governing bodies have got into a cosy rut; members turn up for tea, cakes and a chat and how yet again that the boys' football team has won the cup.

They leave the school premises uncertain why they have met, sometimes feeling that the only purpose has been to plan the time and date of the next meeting.

A Handbook for School Governors, published by Methuen this week, is a guide to becoming a more effective governor. The authors, Professor Ted Wragg,

director of the school of education at Exeter University, and J. A. Partington, senior lecturer in education at Nottingham University, warn that the greatest enemy is apathy.

A list of do's and don'ts shows how all school governors can do a better job. For example, political nominees should attend meetings regularly and not just when something controversial is under discussion. They should look too to the part they play.

Parent governors should send an occasional newsletter and try to represent all kinds of parents. They should not be afraid to speak if the meeting is full of experts.

Teacher representatives should not dazzle their fellow governors with technical jargon or discuss lay people's views.

The book, which describes types of governors. There is the "bod listener" who is only waiting for a gap in discussion to make his own contribution; the "expert" who pontificates (often inaccurately) on every matter; the "Methuen" who sits silently through meetings wearing an enigmatic look simply to force others to do all the talking; the "windbag" who never shuts up and prevents others from speaking; the "little me" who says he knows nothing but then reels off DES statistics for the past 25 years; the "hear hear" who is usually half-asleep.

The authors take real problems and give practical advice and comments. For example, what should governors do when a child has been injured in the playground and its parents are suing for negligence when a boy is refusing to wear uniform and has been sent home by the headmaster?

When a teacher has been dismissed and the teacher has been dismissed when a 15-year-old girl has been sexually abused and the rest of the staff have banned her from classes?

A number of headteachers were asked how governors had been particularly helpful. The descriptions of parent governors who organize school parties to visit the homes of new pupils; industrial governors who persuaded their colleagues to provide work experience and mock

job interviews; political governors who tackled bureaucracy and their own political party.

Governors themselves appreciated headteachers who kept them in touch; local authorities who put on interesting courses; teachers who were honest about problems and who listened to their views.

The book also lists the ways of governors trying to do their job.

A Handbook for School Governors by E. Wragg and J. A. Partington. Published by Methuen and Co. Paperback £2.75 Hardback £6.00.

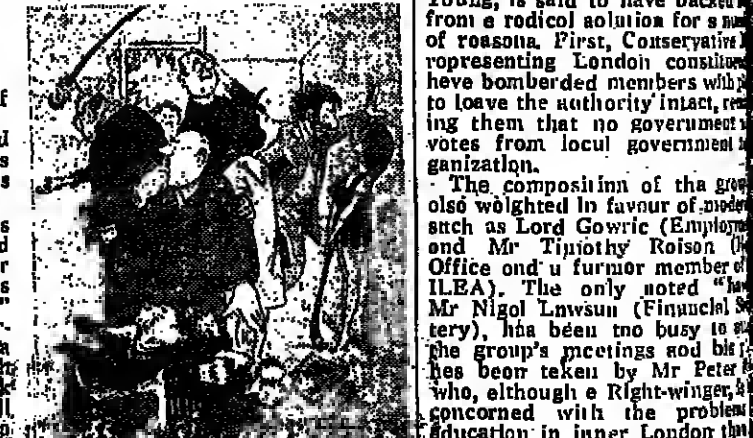
The Advisory Centre for Education (ACE) Ltd this week published *The Effective School Governor*, a guide to the practice of school governance. It contains articles by Joan Sallis, which first appeared in *Where the Road*. Copies from 18 Victoria Park Square, London E2. Price £1.

Another great debate on the nation's education policies is set to begin. The Education Secretary is going to the Education Secretary is going to Birmingham next month to preside over the first of a new round of conferences between educators and representatives of industry through-out the country.

But Mr Carlisle has no intention of emulating Shirley Williams's 1977 pilgrimage of passion. Unlike her, he pieces of the Great Debate, the 10 regional conferences that are to be held over the next six months will be carefully stage-managed to avoid even the appearance of controversy.

A senior Department of Education official put it succinctly. "The Great Debate" invited the public to say what they wanted education policy to be. "This is simply to get them to agree with what we have decided."

Each of the 10 conferences will be limited to an invited audience of 100, dominated by the local educa-



From a Handbook for School Governors

Job interviews; political governors who tackled bureaucracy and their own political party.

Governors themselves appreciated headteachers who kept them in touch; local authorities who put on interesting courses; teachers who were honest about problems and who listened to their views.

The book also lists the ways of governors trying to do their job.

A Handbook for School Governors by E. Wragg and J. A. Partington. Published by Methuen and Co. Paperback £2.75 Hardback £6.00.

The Advisory Centre for Education (ACE) Ltd this week published *The Effective School Governor*, a guide to the practice of school governance. It contains articles by Joan Sallis, which first appeared in *Where the Road*. Copies from 18 Victoria Park Square, London E2. Price £1.

Another great debate on the nation's education policies is set to begin. The Education Secretary is going to the Education Secretary is going to Birmingham next month to preside over the first of a new round of conferences between educators and representatives of industry through-out the country.

But Mr Carlisle has no intention of emulating Shirley Williams's 1977 pilgrimage of passion. Unlike her, he pieces of the Great Debate, the 10 regional conferences that are to be held over the next six months will be carefully stage-managed to avoid even the appearance of controversy.

A senior Department of Education official put it succinctly. "The Great Debate" invited the public to say what they wanted education policy to be. "This is simply to get them to agree with what we have decided."

Each of the 10 conferences will be limited to an invited audience of 100, dominated by the local educa-

tion authorities and the rest employers' and union representatives. There is no question of parents or teachers other than official nominees being admitted.

Two prepared papers will be presented to each of the conferences, followed by an opportunity for "constructive discussion". The papers will be presented by senior DES officials, Mr Philip Halsey, who heads the branch responsible for curriculum matters, will deliver the first at Birmingham. Other papers will deal with the work of the assessment of performance, the 16-plus examinations, and micro-electronics.

Mr Carlisle will also praise himself over at least one other of the conferences, the three junior ministers sharing the rest between them.

The order of the other nine conferences are: Newcastle, Bradford, Inner London, the South-East region, Peterborough, Preston, Harlow, Manchester, and Exeter.

Hard line on bus charges

by Mark Jackson

Bills accompanied by a letter will be sent to about 1,000 school bus companies in the country, warning them that they must pay a new £15-a-term school bus charge.

At a special meeting of education sub-committee last week, the Education Secretary said that the new policy of making children pay for transport was a "three mile" charge for pupils and two for non-pupils.

The charge applies to pupils who live inside the "amateur" distance - three miles for pupils and two for non-pupils.

The charge applies to pupils who live inside the "amateur" distance - three miles for pupils and two for non-pupils.

Bristol comprehensives' fund-raisers get a pound for pound guarantee

Millionaire offers a winning double

by Richard Garner

A multi-millionaire has offered two neighbouring Bristol comprehensive schools a unique "double-your-money" scheme under which he will match pound for pound any funds raised by parents up to a maximum of £100,000.

Staff of the trust which is administering the scheme for 73-year-old Mr John James, who has also donated about £2 million to nine independent schools in Bristol, said that he would be prepared to consider approaches from heads to operate similar schemes at their schools.

In both cases, the headteachers—Mr Fred Langley of Lockleaze Com-

prehensive School and Mr Michael Smith of Pilton High School—approached Mr James, who has lived in Bristol for most of his life, to see if he would be prepared to back fund-raising schemes.

Under the arrangement at Pilton High School, which was the first to approach Mr James, the millionaire has agreed to match pound for pound any money raised by the parents up to a ceiling of £50,000. In the £50,000 is raised within a two-year period—which expires in October, next year, a further £50,000 will be on offer. So far the school has raised about £30,000.

Mr Smith said that the money had already been used to benefit 400 of the school's 1,400 pupils by reducing the cost of field expedi-

cost of a £500 post-A level Rocky Mountain expedition for one pupil and other ventures.

At Lockleaze, the school has been given five years during which Mr James will set aside up to £50,000 on a pound for pound basis. Then, if that amount is raised, a further £50,000 will be offered over the next five years.

In addition, Mr James has just announced donations of £900,000 to nine independent schools over the next 10 years—to allow them to help Bristol children attend their schools if their parents cannot afford the fees.

Each school will receive £100,000 and the schools on the list are Badminton School for Girls, Bristol Cathedral School, Bristol Grammar School, Clifton College, Clifton

High School for Girls, Colston's School, Queen Elizabeth Hospital, Redland High School and Red Maids School. All except Badminton received similar donations under an earlier donation from Mr James.

Mr James, who made his fortune through a chain of television and electrical shops, said he believed that no child of ability should be deprived through lack of means of the chance to go to a private school. Of the comprehensive schools, he said: "If parents in the manufacturing sector are prepared to make similar sacrifices to set up a capital fund then I will match their efforts pound for pound."

Both head teachers stressed that the money would not be used to buy anything normally supplied by the local education authority.

Children who are taken in care need

More than 8,000 children are less than 10 years old and are taken into care every year, the Council for One Stop Family Claims last week.

Mr James, who made his fortune through a chain of television and electrical shops, said he believed that no child of ability should be deprived through lack of means of the chance to go to a private school. Of the comprehensive schools, he said: "If parents in the manufacturing sector are prepared to make similar sacrifices to set up a capital fund then I will match their efforts pound for pound."

Both head teachers stressed that the money would not be used to buy anything normally supplied by the local education authority.

Children who are taken in care need more than 8,000 children are less than 10 years old and are taken into care every year, the Council for One Stop Family Claims last week.

Mr James, who made his fortune through a chain of television and electrical shops, said he believed that no child of ability should be deprived through lack of means of the chance to go to a private school. Of the comprehensive schools, he said: "If parents in the manufacturing sector are prepared to make similar sacrifices to set up a capital fund then I will match their efforts pound for pound."

Both head teachers stressed that the money would not be used to buy anything normally supplied by the local education authority.

School to work

a real extension of the training and education system. Mark Jackson reports on the proposals before them from the officials, the youth lobby, and the careers service.

Train the young jobless in special schemes, MSC told

Manpower Services Commission (MSC) has urged the Government to face up to youth unemployment as a long-term reality. Ministers are to decide whether to turn the gap measures for the young into

sets out to train them. It would require ministers to restrain their enthusiasm for work experience with employers which they have seen as the obvious cheap solution to the youth dole queues, and to accept the cost of providing training and further education for those on work experience, while also funding an increasingly high proportion of places in training establishments and colleges.

The review body wants a much higher level of training to be available than is at present provided by the YOP short industrial courses, and proposes a flexible structure of courses of variable length to cover a wide ability range.

Together with the increased day release provision for youngsters on work experience, the expansion of the YOP training courses would mean that a large proportion of the young would be in training or on work experience.

The review body, aware of the difficulty that the Youth Opportunities Programme has encountered in attracting 18-year-olds, favours reducing the age limit of the STEP programme to 16 years, and suggests that any youngsters who want to stay in YOP up to the age of 19 should be allowed to do so.

The proposal to expand STEP to 30,000 places is based partly on the assumption that YOP youngsters will be able to find work after a spell in the programme as they have done until now. The programme, set up originally by the last government with a total of 20,000 places, was

Poor image harms careers service, says radio station

Something is fundamentally wrong with the image of the careers service, says a London radio station which runs an advice service for the young jobless and for people seeking educational information.

Capital Radio got nearly 300 calls a day during the 10 days it ran a telephone advice service for people wanting to take courses in further, higher, or adult education. Eight out of 10 callers simply needed to be told where to apply for help.

Of the youngsters who rang, well over half were directed towards the careers service, or the Further Education Information Service, which is operated by careers departments. The programme was run just after the publication of this year's A level results, when the FEIS is at its busiest.

Capital says that its aim was to provide a quick and accurate referral service, rather than direct advice on the phone, but qualified careers advisers, recommended by the Inner London careers service, were used. The advisers were surprised by the flood of calls, and Capital says, asked why the callers had not gone straight to the organizations like the careers service.

Capital, in a report on the scheme, says that the answer must lie in the contrasting images of itself and local government. Although most callers were bright, they did not know of the careers service.

The scheme's organizers suggest that those who use the service are often of limited intelligence, and regard it with suspicion and scepticism as part of the establishment.

"The problem may relate to suspicion towards any part of the bureaucracy," they suggest, "or may stem from a lack of publicity."

The comments will be contested by many in the careers service, even though they refer to its image and not its actual quality. Mr Ray Hursi, general secretary of the Institute of Careers Officers, reacted angrily this week, claiming that the nearly 3,000 calls Capital reported were an insignificant number compared with the volume of inquiries that the careers department and the FEIS get or that time of the year. He insisted that most youngsters were well aware of the careers service and the help it could give.

Other groups, including sixth form and university teachers, may be disconcerted by the report's implications. It says that the biggest group of callers were graduates and those with university entry qualifications, many of whom had no idea of what to do about finding vacancies or getting grants, and that some had to be told step by step how to fill in university entrance cards. Some university entrance candidates did not even know that it was necessary to apply for a grant.

Capital has commissioned a Murkin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

'Dragging feet' over Sikh school request

A prevailing notion passed by the Tory-controlled Ealing education committee last week, ensured that little encouragement will be given to the Sikh community in the borough to establish its own school.

Although the motion reaffirmed the committee's support for voluntary aided schools, particularly those which do not have religious education, and authorized further discussions with the Sikh community, the future of Ealing's high schools is being considered. It declared that no school was for sale in Southall, the area where the Sikhs sought to establish a school.

It also seized on the intention of the Sikhs to teach Punjabi as one of the reasons for the school by pointing out there was a difference between a Sikh religious school and a Punjabi language school. On this point there appeared to be some confusion in the minds of the proposers.

The motion ended by asking the borough education officer to discuss the educational principles with the Department of Education and Science.

Councillor Bhagwan Singh Deol, a Sikh in favour of the proposed school but whose Labour colleagues spoke in a "strongly divisive" way afterwards, said the committee had never expected sympathy from the Conservatives for their request.

The Tories are somewhat embarrassed because they agreed earlier this year, to sell a high school to another denomination, the Church of England. It was this which encouraged the Sikhs to bid for their own school. The resolution is expected to be endorsed by the full committee when it next meets on Oct 14.

Architects call for improved visual studies

by Sue Thomas

If today's children are the judges and patrons of tomorrow's architecture, then there are good reasons for improving the standard of visual education in school. This was the theme of the Royal Institute of British Architects conference "Kids and Where They Live Today" held at Ely last Friday and sponsored by the Schools Council.

"Art and the built environment (ABE) is not the study of religious cathedrals and country houses" said Ellen Adams, Schools Council project officer. "Nor is it about teaching children the language and philosophy of architecture. The aim of an educator is not to produce better consumers but informed participants

who are involved with shaping their own environments."

Tony Collier, lecturer in architecture at Newcastle University explained how his multidisciplinary team of six tried to do this through the Newcastle Architecture Workshop. By working in the schools and in the community the workshops acts as a catalyst and major resource. Any authority he said, could provide its own workshop.

Norfolk's projects, described by Peter Giddings, chair, architect for Waveney, included a study of a new inquiry on a real development and the return of an architect who had designed a school.

Lord John Akers described the work done at Sherwood School in Huddersfield where five terms of

ABE were put into the fourth and fifth years of the common core design syllabus.

What, emerged? That ABE is an interdisciplinary subject which can best be taught in secondary schools in art, general or environmental studies lessons, that a partnership between teacher and architect or planner can be rewarding for everyone and that there is still a language barrier: teachers eat, stream and group vertically; architects, refurb, infill, and rebuild.

Giddings' for partnerships and more information can be obtained from the RIBA and the Town Planning Institute, both of Portland Place, London, and the Schools Council.

Extra pay for outdoor lessons

Teachers who take pupils on field trips or for outdoor pursuits, like climbing or canoeing should get time off in lieu and extra pay, says a report from the Schools Council.

"Outdoor education in secondary schools," says the report, "is a subject which schools need to give much more attention to outdoor education. It should be part of every child's curriculum, it says, and more departments should be involved in it."

Most secondary schools include some form of outdoor education, says the working party from the council's geography committee who produced the report. But it warns that more is required than a few enthusiastic teachers if it is to be successful.

It is a job for the whole staff, says the report. "Outdoor education inevitably has repercussions on the entire school community."

The best results come from a balance between curricular and extra-curricular activity. Because of this, compensatory time off for teachers heavily involved in outdoor education is essential.

More cooperation between departments as physical education, biology, art or history were needed

to make the most of outdoor experiences. A teacher should be appointed in each school to coordinate all outdoor work and these special responsibilities should be recognized by the school.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education advisers, to-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that it is leading to over use of certain popular areas such as Melburn and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To avoid over-use, schools should visit these areas in a more planned way, the report concludes.

Outdoor Education in Secondary Schools from Schools Council, 160 Grosvenor Road, London W1C 2LL

Boost for part-time careers

The Government has agreed to fund the National Bureau for three years to develop a national house on preparation for work. In January the bureau had published a report that preparation for work was "patchy and disoriented".

Starting this autumn, the bureau will build on information on existing schemes, and will develop a national house on preparation for work. In January the bureau had published a report that preparation for work was "patchy and disoriented".

Starting this autumn, the bureau will build on information on existing schemes, and will develop a national house on preparation for work. In January the bureau had published a report that preparation for work was "patchy and disoriented".

Starting this autumn, the bureau will build on information on existing schemes, and will develop a national house on preparation for work. In January the bureau had published a report that preparation for work was "patchy and disoriented".

Starting this autumn, the bureau will build on information on existing schemes, and will develop a national house on preparation for work. In January the bureau had published a report that preparation for work was "patchy and disoriented".

Books budget savings plan rejected

by Paul McGill

One of Northern Ireland's five education and library boards has rejected its officers' recommendation to save over £100,000 by leaving allowances for free books and teaching materials at last year's values.

The proposal was part of a package of cuts amounting to £1.2 million ordered last month by the Department of Education. The board has already made sharp reductions in its budget this financial year, as well as substantial savings in school meals and milk. But Mr William McKenney and Councillor David Calvert argued that free books, stationery and materials were the most important items the board provided and should not be cut.

The board agreed to raise allowances by 12% over the next three years, but the chief officer, Mr Gerry Kelly, offered no resistance and said the money could be saved elsewhere. About £750,000 is

to be saved on capital projects and large sums are to be cut from furniture and equipment, the youth service, administration and libraries.

The decision means that unlike previous years, schools in different parts of Northern Ireland will be treated differently since the Northern Education Board has decided to peg book and material allowances at last year's values. (See THE TIMES, October 12).

The Western board is bound to side with the Southern area since it has consistently argued that the allowances should match inflation. The board's officers, Mr Michael Murphy, who he argued that any other view would be an attack on education, and bound to erode educational standards.

The other two boards have yet to decide on the issue but a special meeting of the Southern Education Board's finance committee agreed to recommend that £100,000 should be saved by leaving the allowances at

present values and others have agreed to propose the cuts. Generally, the cuts are continuing to arouse opposition in the South. Mr William McKenney, who is a member of the Education Committee, said that the cuts were "disastrous" and that the board was "robbed of free milk and other essential items".

Mr John Bell and Mr. West further argued that the cuts were "disastrous" and that the board was "robbed of free milk and other essential items".

Mr John Bell and Mr. West further argued that the cuts were "disastrous" and that the board was "robbed of free milk and other essential items".

Mr John Bell and Mr. West further argued that the cuts were "disastrous" and that the board was "robbed of free milk and other essential items".

Mr John Bell and Mr. West further argued that the cuts were "disastrous" and that the board was "robbed of free milk and other essential items".

Mr John Bell and Mr. West further argued that the cuts were "disastrous" and that the board was "robbed of free milk and other essential items".

Special Delivery

of nearly every local authority careers department, put forward proposals similar to those from Youthaid. But further demands were added for immediate government action. The Institute wants:

● The immediate introduction of a universal scheme of vocational training to cover all the under-19s who are not already in education or formal training;

● YOP to become an integral part of the scheme, and expanded to include other special measures;

● The government to take up all spare apprentice training capacity in companies and colleges, and to sponsor youngsters to fill them;

● Government subsidies to employers to create extra jobs for young people.

The Institute suggests that subsidies to employers could take the form of training premiums for extra apprentices—like those in the temporary scheme which ended last year—or some other direct grant, or it could exempt them from National Insurance contributions.

For the youngsters in the two-year vocational preparation scheme, it wants proper induction courses and training relevant to their needs, with particular regard to the requirements of the handicapped and the ethnic minorities.

The expansion of YOP and the other special programmes needs to be on a sufficient scale to guarantee a place to every youngster out of work, including those who have already had a spell in the programme—by next May.

is planning a study to work out what in which the Common Market can harmonize its policies for the young unemployed and set up a joint programme to help them.

Attempts to achieve this so far have failed because "ministries of labour agree in Brussels on what needs to be done, but one then told by their Treasury ministers that they can't do it," according to Mr Vaut. There was no possibility of funding a special programme for the unemployed without a reform of the community's agricultural policy, he added.

SPECIAL ANNOUNCEMENTS

STEP Traffic Education in the Secondary School Curriculum

ONE-DAY LONDON CONFERENCE

The Minister of Transport, the Rt Hon. Norman Fowler, will give the opening address at the one day conference to be held at The Grosvenor Hotel, Grosvenor Road, London, on Tuesday, October 28th. This conference is intended for Traffic Safety Officers and Road Safety Officers who wish to introduce Traffic Education in their schools. The conference will be held from 10.00 am to 4.00 pm. The fee is £10.00. The conference will be held at The Grosvenor Hotel, Grosvenor Road, London, on Tuesday, October 28th. The fee is £10.00.

PORTSMOUTH STEP TEACHER INSTRUCTION COURSES

WEST YORKSHIRE	28-31.10	SUSSEX & SURREY	4-6.11
WEST YORKSHIRE	28-31.10	TYNE & WEAR	10-14.11
NORTHAMPTON	4-6.11	OXFORD	17-21.11
LEICESTER	17-21.11	GLoucester	24-28.11
WIRRAL & MERSEY	24-28.11	MANCHESTER	24-28.11

For more information, contact the Traffic Education Programme, 111, Grosvenor Road, London, W1C 2LL. Tel: 01-474 1424.

Hestair Hope

we're all working for you.



TRAVEL

Learning through adventure

OUTDOOR ADVENTURE COURSES AND EDUCATIONAL TOURS FOR JUNIOR, MIDDLE AND SENIOR SCHOOLS.

Our reputation has been built on 24 years of providing safe, stimulating and exciting courses for young people.

*Pony trekking
*Riding *Sailing
*Canoeing *Fishing
*Caving *Hill Walking
*Wind surfing *Orienteering
*Archery *Abseiling
*Many more.

All under expert supervision, all great fun. No experience necessary. Top quality equipment. Wide choice of centres.

BRECON BEACONS/WYE VALLEY/SHROPSHIRE/SOUTH OF FRANCE/MEDITERRANEAN/HOLLAND.

For a full School Adventure Day, Adventure House, New-on-Wy, HRS 7411. Write or phone for Brochure. Office Hours: Tel 0999 4211. Fax: 0999 4211. (Brochure sent free on request).

For a full School Adventure Day, Adventure House, New-on-Wy, HRS 7411. Write or phone for Brochure. Office Hours: Tel 0999 4211. Fax: 0999 4211. (Brochure sent free on request).

For a full School Adventure Day, Adventure House, New-on-Wy, HRS 7411. Write or phone for Brochure. Office Hours: Tel 0999 4211. Fax: 0999 4211. (Brochure sent free on request).

For a full School Adventure Day, Adventure House, New-on-Wy, HRS 7411. Write or phone for Brochure. Office Hours: Tel 0999 4211. Fax: 0999 4211. (Brochure sent free on request).

Take your school party to the Alps with us next year. Choose your slopes and NEWBOURNE TRANSPORT will arrange the rest, coach transport, accommodation with full board, tuition and equipment. Our coach and drivers are available to your party throughout your stay for trips to surrounding places of interest at no extra cost. NEWBOURNE TRANSPORT is operated by ex-teachers, including the drivers, so we understand the problems of school children.

SKI TRIPS

NEWBOURNE TRANSPORT

Write to us 29a Newley Way, London N.W.4 for more complete information.



BARCLAY SMITH'S

School Travel Operators for over 20 years. Specializing in travel for schools. We offer a wide range of travel services for schools, including air, rail, coach and car hire. We also offer a range of travel insurance policies for schools. For more information, please contact us on 01-584 7157/01-584 7158.

BARCLAY SMITH'S EDUCATIONAL TRAVEL LTD. (INC) 14, Kingsway, London WC2B 6BP. Tel: (01) 584 7157.

SCHOOL TRAVEL - LONDON

Hotels, breakfasts, luxury travel, special rates for schools. 3 days - £16.00 (min. 50) 4 days - £22.50 (min. 50) 5 days - £28.00 (min. 50). Contact: Intertravel Services, 20 Lonsdale Gardens, London, S.W.1. Tel: 01-584 7157/01-584 7158.

DICKSONS TOURS (UK LTD)

For all your school requirements. Special rates for schools. We offer a wide range of travel services for schools, including air, rail, coach and car hire. We also offer a range of travel insurance policies for schools. For more information, please contact us on 01-584 7157/01-584 7158.

DICKSON HOUSE, 13-15 STATION ROAD, STONE, STAFFS, STAFFS. Tel: 0595 3331/2.

NEWS



A warm Paval greeting for Mrs Carol Minkley, the chairman of Nottinghamshire County Council's committees, during a visit by the county's orchestra to Rome, where it played in St Peter's Basilica.

Sacked head prepares for governors' meeting

by Bert Lodge

Governors of the Sacred Heart comprehensive school, Redcar, will meet on October 14 to hear arguments from the head why he should not be dismissed. Mr Berrie Tristram, head of the school since 1970, was suspended by the governors last week because he was alleged to have been involved in a "cover-up" of a sexual offence.

But that was the technical reason. In reality there has been a history of division between myself and the governors over a period of five years, I intend to be at the next meeting."

The Roman Catholic school has been intermittently in the headlines in the past 10 years since the change over to comprehensive provoked a dispute over the appointment of the deputy head, Mr John Fullam. Only two months ago Mr Fullam was unsuccessful in a libel action against the NAS-UKT general secretary.

Five years ago Mr Tristram was suspended by the governors for defying their order to allow eight teachers who had been on strike back into the school. He was reinstated after a campaign by parents.

University blueprint for austerity

by Biddy Passmore

A working party set up to look at the future of Southampton University in the light of the financial outlook "has produced a blueprint for the university should look for a radical restructuring and a new teaching and academic with other institutions, polytechnics."

The working party, chaired by the vice-chancellor, Professor Roberto, took a hard line. It told the University Council that the university must be able to maintain its level in maintaining "as a lively and dynamic university", even if that meant the number of students (currently 6,250) and the range of activities.

To improve the university structure, currently heavy, the working party recommended a more possible employment and retraining of some students by competition after graduation.

It also recommended a restructuring of staff performance, the continued employment of staff who are no longer their best. They recommended to the group, but they did not make life and damage the of both students and teachers.

The report gives a case for a high priority for staff with special emphasis on the number of 10-15 teachers.

Small departments are closely scrutinized, it says, to ensure they are effective in teaching and research, in faculty, where morale is low, a reorganization of small units into three large departments is recommended.

Cash bogey hits golf coaching

by Stan Levenson

Schools golf has been driven into a bunker by inflation. Cash problems have forced the Golf Foundation, which is the main spring of the junior game, to freeze its coaching scheme.

No additional schools or youth groups will be admitted to the subsidised scheme for some time. They will be put on a stand-by list until extra funds are available.

Miss Lesley Adams, director of the foundation, said that a new fund-raising campaign is being launched and she hoped that normal business could be resumed next summer. But for this term and next there will definitely be a standstill.

She explained that income from the trade, which is depressed, and golf clubs is static but expenditure has risen on almost every item used in golf instruction.

About 400 of the country's 2,000 senior golf clubs contribute towards the foundation's work, which began in 1952. In the succeeding 28 years nearly half a million boys and girls have benefited from the coaching scheme.

Even with the moratorium there are as many as 20,000 school pupils from 1,374 schools and youth groups, in the scheme.

Unless there is a dramatic change by the sponsors, next year's major competitions will go ahead, says Miss Adams.

Girl falls foul of earring ban

A schoolgirl has been banned from wearing her earrings because she wore small studs in her pierced ears and her school has a "no earrings" order to force-to stop boys wearing them.

Patricia Clatch, 14, of Harwood Avenue, Wokingham, West Sussex, was told she could either give up her earrings or leave the school. She chose to leave the school.

So now Patricia hands in her work for marking at the school each morning and takes her day's studies home.

N. Ireland gets new exchange visit office

The Central Bureau for Educational Visits and Exchanges last week opened an office in Northern Ireland.

The bureau, a Government agency responsible to the DES and the Scottish and Northern Ireland education departments, has one other regional office in Edinburgh.

The school was formerly for boys only, and the ban was introduced when boys started wearing earrings. Headmaster Mr Bryn Edwards said: "This is an internal matter and I consider the matter closed."



Bad news for Prophets of Doom.

Maybe the future isn't quite as black as it's painted. We all know that there is an energy crisis. But what the prophets of doom tend to forget is that there is nothing like a crisis to stimulate our national inventiveness. It has just one example that illustrates the point. On Teesside, ICI have one of the biggest industrial power stations in Europe. (It can generate enough energy to supply the city of Birmingham). If it were to run entirely on oil it would burn up £72 million worth every year. But it no longer has to run entirely on oil. Spurred on by recurring energy shortages, our scientists started looking for alternatives. First they found ways of using waste liquids and gases

produced by chemical plants on the site, as fuel - something which also reduces pollution. Then they started using other liquid wastes which previously had been dumped. Now about a third of the station's energy can come from waste products. We even burn left overs from other companies in the district. Incredibly, this project has already saved over 3 million tons of oil - worth enough to build another power station. Finding new sources of energy, and ways of saving the energy we have, is now one of ICI's highest priorities. This story is one of our successes. We'll soon have a lot more bad news for the world's professional pessimists.



The Pathfinders
Investing in Energy for Britain.

travelplus

FREEPOST, 32 LIVERPOOL ROAD, WORTHING, SUSSEX BN1 1JF. SCHOOL AND GROUP TRAVEL TO EUROPE. Fill in this coupon for our 1990/91 brochure.

NAME _____
SCHOOL _____
ADDRESS _____
TEL _____

CUT OUT THIS ADVERTISEMENT AND RETURN FREEPOST



TRAVEL

N. S. T. LIMITED

SCHOOL, YOUTH AND ADULT GROUP SPECIALISTS

DID YOU KNOW THAT N.S.T. ARE
AGAIN OFFERING

GUARANTEED FIXED PRICES

ON ALL OUR
'SCHOOLCOACH' HOLIDAYS

GREAT BRITAIN AND EUROPE
ALL OUR 'SCHOOLCOACH' TOURS INCLUDE A
FULL EXCURSION PROGRAMME IN THE TOUR COST

Write in today for copies of our full-colour brochures giving details
of some of the many Superb Holidays and Educational Tours NST
can arrange for your 1981 School Journey.

Our extensive programme includes:
'SCHOOLCOACH' TOURS TO GREAT BRITAIN AND EUROPE:
FRENCH LANGUAGE COURSES IN PARIS AND NORMANDY
(OCTOBER, 1980-MARCH, 1981)

SPORTS TOURS TO BRITISH AND EUROPEAN DESTINATIONS
OUTDOOR PURSUITS CENTRES
BUDGET HOLIDAYS TO THE U.S.A.

RAIL HOLIDAYS TO MANY EUROPEAN CENTRES:
QUOTATIONS ON REQUEST
SPECIALIST TOURS PLANNED IN ACCORDANCE WITH
LEADERS' REQUIREMENTS

EXCHANGE VISITS—TWIN TOWN VISITS—LET US MAKE
YOUR TRAVEL ARRANGEMENTS
AIR HOLIDAYS TO MANY EUROPEAN CENTRES
OUR SPECIALIST STAFF OFFER YOU PROMPT, COURTEOUS
AND EFFICIENT ATTENTION

BOOK EARLY AND ENSURE THE BEST SELECTION OF HOLIDAYS.

Write in or telephone for full details to: N.S.T. Froese, 13-17,
All Hallows Road, Bishopham, Blackpool FY2 0AS (Tel. 0253 52625)
10 lines.
Important: please note that N.S.T. Limited have no connection with
any other company of a similar name.

OVERSEAS NEWS

EEC

Information network finally gets underway in Europe

from Rory Watson

BRUSSELS

A new European Community-wide information network designed to supply policy makers with quick and complete answers on a wide range of educational matters was officially launched last week, after a lengthy period of preparation.

Under the system, policy makers in the nine EEC countries will be able to submit requests for data to their national centre. These are then forwarded to the coordinating unit in Brussels, which relays them to centres in other EEC countries that can provide the necessary replies.

Each request, it is estimated, takes an average of eight man hours to process and the operators of the network intend to supply the answers within a month, although the process may be speeded up in exceptionally urgent cases.

It is hoped this time lag will be reduced once the system is computerized, possibly by 1983, and so the central store of information in Brussels is developed.

The idea of the information network, known as Eurydice, goes back to 1976 when EEC governments agreed it should be established to back up the Community's growing education action programme.

The central store of information in Brussels is developed.

In its initial stages Eurydice will



Brussels: centre of the new intelligence web.

be limited to four major themes: transition from school to working life; the teaching and learning of foreign languages; education of migrants and their families; and the policies and conditions of education of students to higher education. There is scope, however, to ask for information on major policy trends.

These themes will be reviewed periodically to see whether they should be amended. One possible area could well be the impact of microprocessors on education.

During the trial period run last year, the network handled a building of requests for information on Community-wide matters and many more on purely bilateral issues.

In its initial stages Eurydice will

Many of these concentrated transnational from school to working life. The network will be able to supply policy makers with quick and complete answers on a wide range of educational matters was officially launched last week, after a lengthy period of preparation.

Under the system, policy makers in the nine EEC countries will be able to submit requests for data to their national centre. These are then forwarded to the coordinating unit in Brussels, which relays them to centres in other EEC countries that can provide the necessary replies.

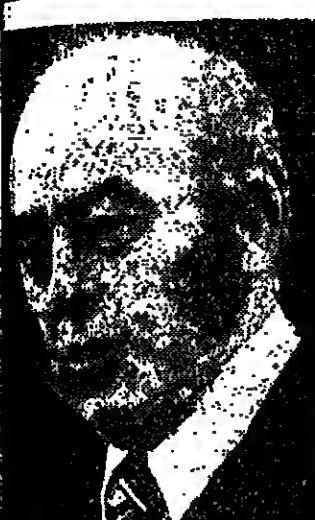
Each of the EEC countries, including Greece which joined in 1981, has established a unit according to its needs. France and West Germany have two centres, while the Netherlands has one. The National Foundation for Educational Research in Slough, which is the central store of information in Brussels, is developed.

The idea of the information network, known as Eurydice, goes back to 1976 when EEC governments agreed it should be established to back up the Community's growing education action programme.

The central store of information in Brussels is developed.

In its initial stages Eurydice will

OVERSEAS NEWS



Dr Boyson: face-finding tour. Dutiful students: spurred to work diligently by having to take out loans?

Dr Cookson in Washington looks at the current state of the borrow-as-you-learn system

Loan machine adjusted

WASHINGTON

Dr Boyson's timing was perfect. The day that Britain's Under Secretary of State for Higher Education, Sir John Cookson, arrived in Washington, at the five-week tour of the United States to investigate student loans, was the day that Congress passed a major piece of legislation to rework the higher education program, including loans, for another year.

Through the Higher Education Act, the Department of Education will be able to make a wide range of government aid available to colleges and universities, from teacher training to the most difficult and controversial issues.

The Federal Government has six general programmes to finance undergraduates, quite apart from the schemes aimed at special groups such as army veterans, and there is also a huge array of state and private scholarships and loans.

The Basic Educational Opportunity Grant (BEOG) is the foundation of the system. The size of the grant, which cannot exceed half the cost of attending college, is determined by a complicated means test based on the student's family size and income. Congress has authorized the maximum grant—\$1,800 (£950) this year—to go up to \$2,600 by 1985. Last year the Government spent about \$2,400m on basic grants for 2.7m students.

The Supplementary Educational Opportunity Grant (SEOG) is a "campus-based" programme. The Government gives a lump sum to each college and university, which then divides up the money amongst its needy students. (In contrast, the BEOG is determined by the Department of Education in Washington.) The maximum SEOG is now \$1,600 and authorized to rise to \$2,000. Last year 570,000 students received supplementary grants at a cost of \$340m.

The National Direct Student Loan (NDSL) programme is also campus-based. The Department of Education provides colleges and universities with 90 per cent of the capital and they have to come up with the remaining 10 per cent. The loan is interest free while the student is in college.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.



Dr Boyson: face-finding tour. Dutiful students: spurred to work diligently by having to take out loans?

Dr Cookson in Washington looks at the current state of the borrow-as-you-learn system

Loan machine adjusted

WASHINGTON

Dr Boyson's timing was perfect. The day that Britain's Under Secretary of State for Higher Education, Sir John Cookson, arrived in Washington, at the five-week tour of the United States to investigate student loans, was the day that Congress passed a major piece of legislation to rework the higher education program, including loans, for another year.

Through the Higher Education Act, the Department of Education will be able to make a wide range of government aid available to colleges and universities, from teacher training to the most difficult and controversial issues.

The Federal Government has six general programmes to finance undergraduates, quite apart from the schemes aimed at special groups such as army veterans, and there is also a huge array of state and private scholarships and loans.

The Basic Educational Opportunity Grant (BEOG) is the foundation of the system. The size of the grant, which cannot exceed half the cost of attending college, is determined by a complicated means test based on the student's family size and income. Congress has authorized the maximum grant—\$1,800 (£950) this year—to go up to \$2,600 by 1985. Last year the Government spent about \$2,400m on basic grants for 2.7m students.

The Supplementary Educational Opportunity Grant (SEOG) is a "campus-based" programme. The Government gives a lump sum to each college and university, which then divides up the money amongst its needy students. (In contrast, the BEOG is determined by the Department of Education in Washington.) The maximum SEOG is now \$1,600 and authorized to rise to \$2,000. Last year 570,000 students received supplementary grants at a cost of \$340m.

The National Direct Student Loan (NDSL) programme is also campus-based. The Department of Education provides colleges and universities with 90 per cent of the capital and they have to come up with the remaining 10 per cent. The loan is interest free while the student is in college.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.



Dr Boyson: face-finding tour. Dutiful students: spurred to work diligently by having to take out loans?

Dr Cookson in Washington looks at the current state of the borrow-as-you-learn system

Loan machine adjusted

WASHINGTON

Dr Boyson's timing was perfect. The day that Britain's Under Secretary of State for Higher Education, Sir John Cookson, arrived in Washington, at the five-week tour of the United States to investigate student loans, was the day that Congress passed a major piece of legislation to rework the higher education program, including loans, for another year.

Through the Higher Education Act, the Department of Education will be able to make a wide range of government aid available to colleges and universities, from teacher training to the most difficult and controversial issues.

The Federal Government has six general programmes to finance undergraduates, quite apart from the schemes aimed at special groups such as army veterans, and there is also a huge array of state and private scholarships and loans.

The Basic Educational Opportunity Grant (BEOG) is the foundation of the system. The size of the grant, which cannot exceed half the cost of attending college, is determined by a complicated means test based on the student's family size and income. Congress has authorized the maximum grant—\$1,800 (£950) this year—to go up to \$2,600 by 1985. Last year the Government spent about \$2,400m on basic grants for 2.7m students.

The Supplementary Educational Opportunity Grant (SEOG) is a "campus-based" programme. The Government gives a lump sum to each college and university, which then divides up the money amongst its needy students. (In contrast, the BEOG is determined by the Department of Education in Washington.) The maximum SEOG is now \$1,600 and authorized to rise to \$2,000. Last year 570,000 students received supplementary grants at a cost of \$340m.

The National Direct Student Loan (NDSL) programme is also campus-based. The Department of Education provides colleges and universities with 90 per cent of the capital and they have to come up with the remaining 10 per cent. The loan is interest free while the student is in college.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

Dr Boyson discovered when he visited students and administrators that more than a dozen colleges and universities in the States, one feature of the system of student financial aid should be avoided, if it is to be introduced in Britain.

House of Representatives, insisted on keeping that period interest-free.

● The College Work-Study (CWS) programme provides part-time employment for nearly a million low and middle income students: 80 per cent of their wages come from the Education Department and the employer—either the college itself or another non-profit organization—pays 20 per cent. The scheme costs the Government \$550m a year. ("I came to look at the loan system late but I must say I was very impressed by the college job programme," said Rhodes Boyson. "Though I am not saying it is transferable to Britain.")

● Finally, the student incentive grant (SIG) scheme is designed to encourage state governments to expand their own grant programmes, providing matching federal funds. Altogether states spend nearly \$1,000m a year on grants.

In an interview in Washington, Dr Boyson said he had reached no conclusions about the feasibility of introducing student loans in Britain as a result of his American trip. But it was clear that what he had seen and heard had not put him off the idea, which he finds intellectually very attractive.

Dr Boyson, a historian and former headmaster, was impressed by the American drive to reduce the number of defaulters. Average default rates on the federal loan programmes are probably around 10 per cent now, and officials at some western universities such as Stanford and Utah State, told Dr Boyson that only 2 per cent of their graduates were defaulting.

The under-secretary said he saw no evidence in the United States that the military government of General Pinochet, attended the seminar. Discussions focused on the way primary education in Chile is now geared to basic manpower needs, and on the increasingly restricted access to both secondary schooling and higher education.

In brief

Ethiopian prize

Ethiopia's national literacy campaign has been awarded the second International Reading Association Literacy Award, presented by UNESCO. The Ethiopian Coordinating Committee for the National Literacy Campaign received the award in Paris this month for its broad-based and systematic literacy work, its preparation of innovative materials and its positive results. The £2,500 award is sponsored by the United States based International Reading Association, and was last year awarded to a Tanzanian literacy scheme.

Canadian journal

A new journal on reading in Canada is to be launched in November. Called *Reading-Canada-Lecture*, it will carry articles in both French and English, and will concentrate on practical work and classroom experience. For more details: Dr John Downing, University of Victoria, PO Box 1700, Victoria, B.C. V8W 2X2, Canada.

Chile protest

Teachers in Chile paid homage to 30 colleagues who disappeared following detention during the middle 1970s, when they met to discuss Chile's educational problems in Santiago recently. Five main teacher groups opposed to the educational policies of the military government of General Pinochet attended the seminar. Discussions focused on the way primary education in Chile is now geared to basic manpower needs, and on the increasingly restricted access to both secondary schooling and higher education.

STS

SCHOOL TRAVEL ABROAD IN 1981

- * 48 YEARS' EXPERIENCE
 - * FRIENDLY RELIABLE SERVICE
 - * GENEROUS FREE PLACES
 - * COMPETITIVE PRICES
 - * NO FUEL OR CURRENCY SURCHARGES
- ## SCHOOL TRAVEL SERVICE

24 CULODEN ROAD, ENFIELD, MDDX. Tel: 01-363 8202

Compare our prices before you book for 1981!

To: STS, 24 Culoden Road, Enfield, Middx.

Please send me a copy of 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341

COURSES

CIE

**CAMBRIDGE
INSTITUTE OF
EDUCATION**

ADVANCED DIPLOMA IN EDUCATIONAL STUDIES

Applications are invited from serving teachers with at least three years' teaching experience for this one-year full-time course in which students follow two main studies, or one main study and three supporting studies. Main studies available in 1981-82 include:—

Psychology in relation to education	Child development and learning from 3 to 13 years
Philosophy of education	Curriculum studies
Sociology of education	Literary
Education of children with learning difficulties in ordinary schools	Curriculum studies for teachers of children of 5 to 13 years
Educational psychology with reference to children with learning difficulties	Education measurement and basic statistical methods in educational research
Children in need of special education	Contemporary thought and practice in the secondary school

Further particulars available from the Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

PUBLICATIONS

TEACHER-PARENT COMMUNICATION: One School and Its Practice by Rex Gibson comprises a selection of actual documents received by the parents of a comprehensive school committed to keeping parents informed about their children's education. The examples of practice will be of interest to all concerned with home and school relationships. Price: £1.50 (plus 50p p.p.).

CAMBRIDGE JOURNAL OF EDUCATION, editor David Bridges. The Journal publishes (three times a year) lively, plainly written articles on matters of current educational concern. Occasional special issues feature particular topics, e.g. Volume 9, number 2/3, IN-SERVICE EDUCATION, guest editor Howard Bradley. Annual subscription £4.00, single issues £1.40, and special issues £2.80.

Apply to the Publications Officer, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

KEELE UNIVERSITY DEPARTMENT OF EDUCATION

OFFERS A WIDE SELECTION OF MASTERS COURSES IN EDUCATION

MSc IN SCIENCE EDUCATION
MSc IN MATHEMATICS EDUCATION
MA IN SOCIAL SCIENCE EDUCATION
MEd IN CURRICULUM, ADMINISTRATION, ETC.

Each course may be taken full-time or part-time, the Department also offers excellent opportunities for research leading to MA and PhD by thesis (full-time and part-time). Keele is adjacent to the M6 and easily reached from Stoke-on-Trent and Crewe stations. Applications are now being considered for October 1981 entry. SSRC or University Awards are available for appropriately qualified students.

For further information contact the Secretary for Advanced Courses, Keele University, Department of Education, Staffordshire, ST5 5BG.

Middlesex Polytechnic

Diploma in Primary Education (Language Development)

One year full-time

Apply now to start in September 1981. The course is based at the Polytechnic's Trent Park, Uxbridge, London in North London.

Course features include:
• Language theory and practice
• Workbooks in drama, design, music, drama, art and craft
• Visits to schools in the Greater London area, Yorkshire and Oxfordshire
• Extension to be completed of course work and the completion of a dissertation. Write to telephone for further details and application form. The Admissions Office (tel 0181 275 1111), Middlesex Polytechnic, 14 Baker Ave, London N1C 5PN.

LETTERS

Self help was not enough

Sir,—I read with great interest Ken Worpole's article on working-class adult education in South Wales between the wars (*The TES*, September 5). I was particularly struck by Mr Worpole's assertion that there were lessons to be drawn from the South Wales experience for today's areas of high unemployment and today's working-class. I fear, however, that if such lessons can be learnt they cannot come from the romantic reminiscences of post-war autobiographies but from contemporary evidence. If this is done a rather different picture of the period emerges. Far from being a period in which class conflict strikes and heavy structures and cyclical unemployment created new opportunities for working class adult education, the period was one in which more often the massive difficulties created by the industrial crises smothered the faint flickering of a working-class educational tradition which had glowed in the brief years 1915-21.

Take the National Council of Labour Colleges, the organisations standard bearer of the independent working-class educational tradition; locked in conflict with the WEA, in South Wales it also had to face hostility from those in the miners' union who felt that all workers' education should be run by the union itself. It was totally dependent on funds from the unions and therefore its fortunes declined and stagnated in line with the economic health of the coalfield. Organisationally it simply could not cope with heavy unemployment—the unemployed were a burden not a source of recruits. In the mid-1930s, NCLC education collapsed completely in

the areas of heaviest unemployment, in the Rhondda, Aberdare and Rhymney valleys. There was a chronic shortage of suitable tutors made infinitely worse by the victimization of its activists by employers and by the curse of emigration to the better-off regions in England. Only when funds from the miners' union became available again in the late 1930s, combined with a surge of popular interest in foreign affairs, did the NCLC begin to make a real impact.

The history of the WEA in South Wales, in this period, lends even less support to Mr Worpole's picture. Coming close to collapse in the early 1920s, bolstered out by the philanthropy of the coal-owning family of the Davies of Llanidloes, the association's work only grew in the region as state finance for its short courses became available after 1924 and later, when funds channelled through the National Council of Social Service, subsidised its work in areas of heavy unemployment. Less well supported ventures, such as the Fallowfield House summer school scheme for the unemployed in the Gower, usually collapsed from lack of funds despite the enthusiasm of its organizers.

The impact of the "self-managed" working men's institutes and welfare halls varied enormously from district to district. It had to be sold against fiction and billiards contributed as much to the success of many of them as a strong self-education drive among their members. Unemployment could also lead to the decay of institute libraries as the well-known survey, carried out by the Carnegie Coalfield Dismantling Co. in 1930. The fact is

that Morley and Trade Union Education or Institution at Blyth and Lids Deyla individuals.

Also, if Mr Worpole's view of the adult education class during the inter-war years did he fail to mention the so-called "self-managed" institutes. In the Rhondda, for example, there were many such institutes. In the Gower, there were many such institutes. In the Gower, there were many such institutes.

It is not the scientists or the armed academies who will save a country—or the world for that—from declining living standards. We need people with imagination and we need the best children thinking this

link between home and school of "big school". The staff are three-year teachers and trained nurses; the holidays are in primary schools, and in the art and craft departments. The future rests in their hands.

Dr RICHARD LEWIS, *Teacher of Humanities, Trent Polytechnic, Middlesbrough, Cleveland.*

Fixed terms will divide

Sir,—I write to express cautious approval of the front-page publicity and editorial comment which you gave to the subject of fixed-term contracts in *The TES* (September 12).

It is gratifying to discover that you share my concern as to the damaging educational effects of the widespread use, but our arguments go a bit further. The main danger we see is that their widespread use will divide the profession into two classes, with one class enjoying full contractual and legal rights and the other, whose only fault was to have passed through training colleges at a time of cuts in expenditure, regarded as employed, to whom their *i.e.* a lower and temporary level of obligation.

Besides, the managerial advantage is illusory. The non-renewal of most fixed-term contracts is redundancy and teachers appointed on such contracts are then left in the lurch in the matter of dismissal, including redundancy, the same contractual rights as any other teacher. To appoint on fixed-term contracts is therefore no way of avoiding redundancy rather it is in fact to declare their holders redundant at the same time as issuing their contracts.

My second, and perhaps more important, objection is the suggestion of double standards on the part of the NUT. I cannot, of course, speak for other parts of the country but I am confident to speak for my own county. I am sure our chief education officer would consider that the NUT's position in Oxfordshire, indeed the NUT here has been at pains to make clear that the redundancy of its members would be opposed whatever the nature of their contracts.

We have pressed everyone's case with equal vigour when redundancy has been threatened and we are now continuing to press our authority to restrict the use of fixed-term contracts to those circumstances where it is needed to cover a temporary absence of a post is unduly delayed.

DEBBY BANCROFT, *Secretary, Oxfordshire Division, NUT.*

Different roles of nurseries

Sir,—Lenny Oldfield's article "Home or Away?" (*September 12*) on the controversial issue of day care for very young children uses the word "nursery" without making it clear that there is an important distinction between day nurseries and nursery schools and classes.

Local authority day nurseries are provided by social services departments to care for preschool children of all ages whose parents are unable to look after them during working hours and they do not have to employ trained teachers. Nursery schools and classes, on the other hand, are provided by local education authorities and aim to give children between the ages of three and five educational and social opportunities suited to their age in a setting designed to be the

link between home and school of "big school".

Dr RICHARD LEWIS, *Teacher of Humanities, Trent Polytechnic, Middlesbrough, Cleveland.*

COURSES



Assessment Techniques

Secondary Schools

17-19, October, 1980

A three-day course

at Stoke Rochford Hall

Course Director: H. A. Hastings, I.A.S.

Secretary to the Southern Regional Examination Board

The course will include:

* Role of assessment in the curriculum process

* Assessment across the curriculum

* School policy on assessment

* Workshop on a wide range of assessment techniques

including:

— The simple treatment of raw marks

— Oral and aural assessment

— Coursework assessment

Open to all members of the teaching profession

Fee: £22.50 + V.A.T.

Includes full board and accommodation from lunch, Friday 14 lunch onwards

For further details and application form write to: Peter Robinson, Director, Stoke Rochford Hall, Stoke Rochford, Lincs.

Telephone: 01509 25111 (ext 25) or 25112

LETTERS

Backward step for opportunity

Sir,—I was astonished to read, in the *TES* (September 12) that the National Youth Bureau is drawing up proposals for the Youth Opportunity Programme to be planned and run by the local authorities. One of the beauties of the Manpower Services Commission schemes is their flexibility and ability to respond to local initiatives on any scale. It is, I suppose, not really surprising that a bureaucratic organisation should propose more bureaucracy but that is the last thing needed.

The National Youth Bureau often all others think they should encourage participation by young people in the decision making process and make every effort to consult them. So far as I am aware

the Bureau has not even consulted people involved in the schemes, let alone the trainees, before making its proposals.

YOP should move towards providing education and training for 16-18s in undoubtedly the correct move. But to hand control of such a programme back to the very people who have signally failed in many of these young people is a ludicrous suggestion. The staff here are constantly amazed at how it is possible for people to spend 11 years in full-time education and still emerge ill-educated and with many of their most pressing needs not even identified, let alone responded to.

I have little doubt that the first thing local education authorities would do is to introduce a grading

(or, more accurately, de-grading) system which is precisely the process which has created the attitude of spathy towards learning so common among school-leavers.

It would be wiser to allow the Manpower Services Commission to continue responding to local initiatives, from whatever source they come, but also to allow the commission to fund other training agencies and schemes who wish to provide social and life skills training (and staff training) themselves at the same level as *i.e.* social and life skills courses are funded.

JOHN M. WRIGHT, *Scheme Coordinator, Swindon Work Opportunity Programme, 33, Milton Road Swindon.*

Make or break for the future

Once more on the request for application forms merry-go-round, I am appalled when I read that the Hub on the curriculum structure of many schools.

In the face of the fact that this industry is in decline because of a lack of engineering and design talent, there are still headmasters who see art and craft, design and technology as subjects to be taught by the option system.

It is not the scientists or the armed academies who will save a country—or the world for that—from declining living standards. We need people with imagination and we need the best children thinking this

Experimental for too long

Sir,—We were interested and saddened to read the letter by C. G. Loader (*September 12*) in which he draws attention to developments in the London Institute PGCE course and an experimental course for 16 students due to start at Newcastle Polytechnic in 1983.

It would seem that retrenchment and closure, which have affected teacher training institutions since the 1970s, have only served to reinforce traditional and conservative practices.

Nearly 10 years after the publication of the James report it is very disturbing to find that a school-based PGCE course will still be called experimental in 1983.

In the 1960s the Bodo College, Durham, pioneered the notion of "Study Practice" which involved close school/college co-operation in the organization and planning. This was extensively reported by its principal, Gerold Collier.

In the 1960s and 70s John Cope and Ian Lewis, in the school of education at Bristol, reported on a series of studies showing how necessary it was to encourage close school/training institution links in the planning and organization of all aspects of school experience in

initial training if the experience was to provide an effective learning milieu.

Sussex University, in its PGCE course, from the beginning in the 1960s, embarked on a predominantly school-based pattern of training which has also been widely reported.

We have, ourselves, at York since 1975 been engaged in the training of mathematics graduates through a school-based programme which was planned in conjunction with teachers and designed to provide a developing pattern of classroom experience lasting the whole of the PGCE year.

When are all those engaged in initial teacher training going to wake up and realize the need for strong and effective co-operation between schools and institutions in the planning and implementation of pre-service courses? Only through such links can initial training provide students with worthwhile learning opportunities and provide experience which will minimize the gap which traditionally has existed between teacher training programmes and the realities of professional life.

IAN LEWIS, *GRAHAM NEWSON, Lecturers in Education, University of York.*

Forget the theory—the game's the thing

The article by Eric Midwinter, chairman of the Advisory Board for Education in the *TES* (September 5) on sporting activities in schools, cannot pass without comment.

His sweeping comments are the usual comments of a non-teaching theorist. Only last year a PE teacher wrote me that he had been asked to write a book for the school on the subject of "Physical Education". I replied that he should write a book on the subject of "Physical Education" and that he should write a book on the subject of "Physical Education".

It is not the scientists or the armed academies who will save a country—or the world for that—from declining living standards. We need people with imagination and we need the best children thinking this

unpaid) teachers. I agree it is the same sport that contains unappealing store and drugstakers, but do not blame the schools when we are faced and drugstakers are reluctant.

(ii) "Since when has a genuine mistake (in refereeing) had less effect on the game than a conscious error?" Again, Mr Midwinter is referring to a professional sport, not a school sport. In a professional sport, the referee is a professional and he is not a teacher. In a school sport, the referee is a teacher and he is not a professional.

At the beginning of each school year, I invite anyone who wants to play inter-school rugby, at under-14 level, to come to practice, and I guarantee them all a game, and a referee. If we have enough I arrange a "B" XV fixture. If not, they may come to the five-day tour I organize each year. The boys know that if they play well, they may be sent off, or called off, if I am on the

touchline. I expect them to work at the game to get worthwhile enjoyment out of it—and the "B" XV fixture list has grown to 15 fixtures each year. With no over-lapping of boys, the school has two rugby teams, a hockey team and a cross-country team, all at the same age level, involving 48 of the 75 boys in the year. There is no compulsion; they choose to take part in sports.

I agree with Mr Midwinter that the XV of the school should not be identified as a school team, and most schools they are not, because the sports master does not want it. But once again teachers who put time in after hours to help children improve their skills in an activity (and a few teachers do) are being asked to do any other activity, and to get to know the children more, are subjected to criticism by another adviser. Mr Midwinter would do well to read the article in the same issue of the *TES* on page six and apply it to himself. Only a per cent of the 136 teachers questioned found advisers useful.

I am a mathematician, not a PE specialist. JOHN SKERMER, *450, Alletty Old Road, Coventry.*

Engineering has lost many to more lucrative careers

Mary Warrick, in her perceptive and maintained sector, but more especially the former, the preference of persons in favour of the lucrative careers of accountancy and medicine have robbed the engineering profession of much of its vitality and energy. The industry is now a shadow of its former self. The industry is now a shadow of its former self. The industry is now a shadow of its former self.

plurimacy and away from "dirty, molo" subjects such as engineering. Perhaps we ought to concentrate more on "edut education". JOHN OVERSBY, *19 Roseberry Drive, Great Ayton, Middlesbrough, Cleveland.*



"Bugs I be bouncer monitor, sir!"

The two career family

Sir,—The increasing importance of female participation in the labour force in recent years most notably with the rise in the numbers of married women in employment, has generated much research. Yet little attention has been given to what must surely be one of the most intractable issues resulting from this trend, the problem of locational conflict arising due to the pursuit of two careers in a household.

In particular, how do these households set about coordinating two careers, each involving training, the pursuit of jobs and periodic job moves? What is the effect on one partner's employment prospects after a geographical move

necessitated by the employment of the other? How are employers responding to the mobility problems of working couples?

In an attempt to find some answers to questions like these, I am conducting some research into the determinants and consequences of geographical mobility for working women; especially those in "dual career" households. I should therefore be very interested to hear from any of your readers who have had experience of such problems. All replies will, of course, be treated as completely confidential.

JANINA BRZESKOWSKI, *Department of Geography, University of Lancaster.*

Applicant's right of refusal

Sir,—Working in a school which each year submits some 200 UCCE applications, I can confirm the view of the redbrick professor, writing in *Education Guardian*, that the system favours the candidate rather than the university. The difficulties and uncertainties facing university admissions tutors must be immense. It is also apparent that, in many disciplines, universities are competing for applicants.

It is part of the UCCE bargain that the candidate may withdraw completely from the scheme at

any stage and for any reason, even after the level requirements of the university whose offer has been accepted have been met. Thus withdrawal to seek Oxford or Cambridge admission in the following year, while it may cause irritation on the one side, should not be considered discourteous or reprehensible by the applicant, school or university concerned.

R. W. PAYNE, *Deputy Master, Dulwich College, London.*

TEACHERS' BUILDING SOCIETY

CHARTERED ALLENVIEW HOUSE HANHAM ROAD, WIMBORNE, DORSET BH21 1AG. Tel: 0202 657171

WATCH YOUR SAVINGS GROW with the HIGHER RATE SOCIETY!

Ordinary Investment Shares **15.71% gross = 11% net**

Monthly Contract Shares **17.14% gross = 12% net**

* To basic rate tax payers

Why not open an Account now?

Member of Building Societies Association

Authorised for investment by Trustees

Please send me further details of savings with the TBS.

Name

Mr/Ms/Ms

Address

Authorised for investment by Trustees

COURSES

UNIVERSITY OF DURHAM SCHOOL OF EDUCATION

The School of Education will be offering the following taught courses during the academic year 1981-82:

Diploma in the Education of Young Children (One-year Full-time)

This course is designed to offer experienced practitioners the opportunity of preparing themselves for responsible posts concerned with educational provision for children between 3 and 9 years of age. A basic course in Child Psychology will be illustrated by studies within: Pre-School Play Group Movement; Nursery Schools and First Schools.

Diploma in Remedial Education (One-year Full-time)

These courses are designed for experienced serving teachers and lecturers in Colleges of Education. They are based on a common core of educational studies including an examination in current educational theory and its curriculum implications. In addition, there are separate and more specialised studies in any one of the following areas: Language Development; Reading and the Curriculum; Mathematics, Science and the Curriculum; Drama; Environmental and Social Studies. All students study the problems of compensatory education within the context of their general studies.

Master of Arts in Education

The course for the M.A. involves a theoretical study of three aspects of education and the degree is awarded on the basis of performance in a written examination. Options available are as follows: Comparative Education; Drama in Education; Educational Law and Administration; Further Education; Religious and Moral Education; Remedial Education; Philosophy of Education; Physical Education; Psychology of Education; Science and Mathematics in Education (full-time only); Sociology of Education; The Study of the Curriculum (part-time only).

Master of Arts in Education by advanced specialist course and dissertation

The following advanced specialist courses are offered for the degree of M.A. Drama in Education; The Education of Young Children; Primary Education; Religious and Moral Education; Remedial Education; Science and Mathematics in Education. The degree is awarded on the basis of a written examination, the presentation of a dissertation and an oral examination.

Primary School Mathematics Course

This course is a one-term full-time in-service course for teachers. It is designed primarily for teachers in infant and junior schools who are prepared to investigate recent developments in mathematics, mathematics projects in schools and the assessment of performance in mathematics and to analyse some of the implications of these developments for teaching and learning mathematics, particularly in primary schools.

Further details may be obtained from the Secretary, School of Education, Leazes Road, Durham DH1 1TA.

DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

ONE TERM CERTIFICATE COURSE IN OUTDOOR PURSUITS

28 April, 1981—3 July, 1981

This one-term course will be of interest to those who wish to work with young people in the outdoor situation. Open to all teachers, applications from other appropriately qualified persons will be considered.

The syllabus includes: Mountaineering, Skiing, Canoeing, Climbing, Sailing and so on.

The course will be based at Dunfermline College but much of the time will be spent at the College's Outdoor Centre, Kinross, Fife, and at various outdoor centres throughout Scotland. Further brochures and application forms may be obtained from the Director of the Course, Dunfermline College of Physical Education, Cranston Road North, Edinburgh EH4 6JD. Tel. No. 01336 6001.

Read for a Degree in your spare time

Wolsey Hall students known to have sat London University External Degree final exams last year passed And 5 of them gained First Class Honours out of only 10 awarded.

Wolsey Hall is the Oxford Home Study Centre whose qualified tutors give you individual attention. To find out more about the Wolsey Hall way to obtain a degree or other qualification write or simply telephone:

Wolsey Hall Oxford

Science diary

John Maddox

Reversing the charges

After several weeks in the United States, returning to Britain is always like coming back to cloud cuckoo land. Our issues are different issues and in a curious way smaller, more intricate and less capable of solution. Paradoxically, in spite of our conviction that, somehow or other, technology could help to solve our social and economic problems, nothing much is done.

There is, for example, the case of Mr Gwynfor Evans, who will not now go on longer strike in October because Mr William Whitelaw, the Home Secretary, has given in to the demands of Welsh-speakers and agreed that the whole of a television channel in Wales should be given over to Welsh-language programmes.

The line and out of the argument about the Welsh television channel are, of course, complicated. It is true that the Conservative party's promise to provide such a channel was explicit and apparently firm. At the same time, nobody knows how many of those who live in Wales will be happy that one-quarter of the television broadcasts to which they have access will now be in a language that the majority does not understand. And it remains to be seen what are the political consequences of Mr Gwynfor Evans's victory over the Government.

At the same time, however, it is plain that this row over Welsh television need and should never have happened. Elsewhere in the world, people are talking not of adding a fourth public television channel, but of whether people's needs would best be met by 20 television channels, or perhaps even 40. For it is clear that, ten years or so from now, the most effective way of distributing television signals will be by means of direct, broadcasting satellites feeding local receiving stations which will redistribute the signal by a variety of means, cable but also by radio signals in the VHF and UHF bands.

If Mr Evans had embarked on his last, and then died, his martyrdom would have been entirely symbolic. And yet, it is, mercifully, we are spared this ghastly, inevitable, the question also should arise whether anybody else should embark on a fast to draw attention to how little is being done in Britain to provide the facilities being planned elsewhere.

Television is, of course, still regarded as something of a luxury and indeed there are more urgent problems to be tackled in Britain in the development of telecommunications of a more versatile character. Two weeks ago, the telecommunications part of the Post Office, now known as British Telecom, was showing off the state of the new electronic exchanges in its proposed "Open System X" network, known as System X.

Technically, the system is quite admirable—signals, even those representing the speech of people talking on the telephone, are transmitted in digital form, and the complicated task of switching signals to the circuits they are destined to travel on is carried out by means of modern computer techniques. Public pleasure at these developments will, however, be blunted by the knowledge that, by the next month or so, British Telecom is planning to put its prices up again by a further 17 per cent. The explanation, widely accepted or at least understood, is quite straightforward. The Post Office is, having to finance the new telecommunications network out of the charges it makes to prevent users because of economic reasons, that the Post Office should not increase its external borrowing and if the problem had to the Government's own borrowing from the financial markets.

This is of course a bizarre consequence of the way in which the Government is setting about the solution of its own economic problems. I do not know how different from the Government's policy an engineer works on the develop-

ment of a new machine. That this should be done by regulating the interest rate at which a Bank of England lends to the commercial banks is not as offensive to me as it is to many other people. And nobody disputes that the more a government borrows to finance its own deficit, the longer will be the battle against inflation. But if the Post Office were a private business, its plan to invest something like £1,500m a year for the foreseeable future in the improvement of the telecommunications network would be hailed on all sides as a sign of initiative and a proof that economic activity is not entirely dead. And if the Post Office were a private business, it would find it necessary to borrow the funds that it needs to finance development from the financial markets, not from its present customers and shareholders. The Government must applaud such a development.

But the Post Office is not a privately-owned industry but rather a nationalized industry. The Government, understandably, takes the view that if the Post Office borrows money in present circumstances, those who end up with the loan, so that borrowing by the Post Office is indistinguishable from borrowing by the Government as a whole.

Several obstacles follow from this. First, the present users of the telecommunications network are expected to pay for the benefits that will accrue to users which, to both inequitable and inequitable. Second, the pace of investment in the new telecommunications network is decided not by economic prudence but by the rate at which the Post Office can extract extra funds from users of the present network.

This is likely only to exacerbate the growing sense that even System X is not as advanced as it might be. Elsewhere, but in the United States especially, the rebuilding of the telecommunications network is already under way—and already it is becoming clear that the benefits to users will be immense. Again, it looks as if, for reasons for which the Post Office itself cannot be blamed, the application of a new technology promises to be too little and too late.

The sad truth, however, is that more flexibility and imagination in the way the Post Office handles its affairs would help enormously to change this prospect. All the nationalized industries are at present constrained within tight cash limits on borrowing. Each of them is asking the present customers to pay

for benefits their successors enjoy. The case of British Telecom, however, shows very least that the cash which the Treasury has fixed are not inappropriate. And in reality should be possible for some device a way of escaping from the foolish convention that the Office is indistinguishable from the Government.

Not only it is hard for those expecting telephone bills to pay by 17 per cent to pour out enthusiasm in defence of the result is that this further fact of a technology which will go unremarked. But from now, we shall all be planning, as we have done decades, that British Telecom not work as well as the American may end up with the same charges acknowledging that telephones work more efficiently.

COURSE

OUTDOOR PURSUITS

In the LAKE DISTRICT NATIONAL PARK

Our Standard Course is for Junior, Middle and Senior School term time and to individual 9 to 10 days during the Summer. All carefully planned to provide a mix of activity content and student accommodation is at Fellbarrow, the share of Lake Windermere and activities include: canoeing, sailing, swimming, expeditions, orienteering, plus time for lectures, individual exercises and games. Courses can also be arranged to suit the specific requirements of visiting schools. The Secretary is now booking for 1981.

The Lake District Outdoor Pursuits Centre, Fellbarrow Hall, Windermere, LA23 3DX. Tel. Windermere 09821 6454.

Please send further information to: The Lake District Outdoor Pursuits Centre, Fellbarrow Hall, Windermere, LA23 3DX. Tel. Windermere 09821 6454.

EXPERT HOME TUITION FOR G.C.E. DEGREE

1980 (ECON) and LLB University of London (external degree) and PROFESSIONAL EXAMINATIONS: Accountancy, Administrative Law, Civil Service, etc.

Our exclusive method of Study takes you through 500 topics in a logical sequence. In less than 10 hours you are ready for your G.C.E. prospectus.

THE RAPID RESULTS COURSE

REP. HRS. TUITION HOUSE, 100, GUY'S CLIFF, LONDON SW1A 4DE.

Tel. 01-477 7272 (Answer 10) or 01-477 1102 (Answer 10) 24 hour Recorded Message.

Prospectus on request. Rep. Hrs. Tuition House, 100, Guy's Cliff, London SW1A 4DE.

Prospectus on request. Rep. Hrs. Tuition House, 100, Guy's Cliff, London SW1A 4DE.

Prospectus on request. Rep. Hrs. Tuition House, 100, Guy's Cliff, London SW1A 4DE.

features

The global school

'World studies eventually becomes a critique of the school itself.' Rick Rogers reports on moves to get a new and difficult subject accepted in the secondary curriculum



Illustration by Martin Phipps

'It's a pity that the Cruise missiles aren't being sited here. We know what to do with an issue like that on our doorstep.'

David Selby was not entirely joking. He is head of humanities at Groby community college—a 14 to 18 mixed comprehensive near Leicester—and runs Groby's world studies course. Uniquely, this is a compulsory part of the curriculum, and is examined at CSE and O level.

The course seeks to establish the notion of "global interdependence" within the life of the school and the local community. That notion also trades under such titles as International understanding, world citizenship, global education, and development education.

Robin Richardson, former director of the World Studies Project and now Berkshire's multicultural education adviser, sees world studies as an umbrella phrase taking in a range of specialized areas—peace studies, European studies, environmental education, multicultural education. "It's a way of looking at things—not just studying other countries, but the interaction between countries," he says.

Much depends on what is taught and how, especially how far the need for change is taught. Radical advocates of the subject "urge that children should be brought to a critical awareness of the need for change at every level of society, local through to international."

The argument is: from now on we are all sinking or swimming together—whether we like it or not. Children have to be aware of their future depends increasingly on events and decisions that happen elsewhere more than in Britain. It's not just that nations must be seen as interdependent; problems must too. So-called Third World problems are ours—not in any philanthropic way, but in crude survival terms.

David Selby first cottoned on to the need for a new approach when he was teaching in Eire in the 1970s. He realized that "a truly global element is missing from the vast majority of English schools." When he moved to Groby in 1977, Selby had already put up the idea of a world studies course at his interview. It got a favourable response from the principal, Cyril Poster—himself a key figure in the development of community schools. A relevant fact, because Poster was the two concepts would go well together.

First, though, Selby had to show world studies could stand on its own feet as an equal partner with traditionally mainstream subjects. Poster's encouragement was, sensibly, tempered with three conditions—general acceptance by teachers, students and parents; no new subject to be introduced unless it could be properly serviced from the school's own resources; world studies had to be integrated into the work of the existing teaching staff.

There were two complementary tasks. One was to collect and make available a range of materials. Then, ensure it was understood, and accepted by all, with a stake in the school—especially by an exam board. World studies had to be seen as "relevant"—a hard core, not a soft option.

Selby and his colleagues decided first what the course was going to be. When an effort is made to internationalize the curriculum, the danger is that the global age—the single world system—is ignored. Worst of all, have appeared in the last decade. Ethnic topics such as, disaster, poverty, violence, and the symptoms of the underlying causes.

The Groby course is based on the concept of the global village. In which the development occurs without national boundaries elsewhere. Issues such as, poverty, disaster, violence, and the symptoms of the underlying causes.

The Groby course is based on the concept of the global village. In which the development occurs without national boundaries elsewhere. Issues such as, poverty, disaster, violence, and the symptoms of the underlying causes.

What is the global village? (The village at risk (eg poverty, overpopulation, violence), pointers to a better world (eg arms control, international cooperation, conservation), and the village (from running a school to a village, from running a school to a village, from running a school to a village).

Up the CSE course was relatively straightforward. That began in 1978, when 200 fourth-year students had to take world studies as a compulsory subject. For 14 to 16-year-olds, with a choice of the following school year, or the O level course, Groby found the Joint Matriculation Board's integrated syllabus would—with modifications—fit the bill.

This was looked into the CSE course, to make better use of school resources and to make a course transfer. JMB approved the scheme. But that was just the beginning. Next came the parents. Making consultations revealed that the idea, but was worried about it. Wasn't the course too wide-

What is the global village? (The village at risk (eg poverty, overpopulation, violence), pointers to a better world (eg arms control, international cooperation, conservation), and the village (from running a school to a village, from running a school to a village, from running a school to a village).

Up the CSE course was relatively straightforward. That began in 1978, when 200 fourth-year students had to take world studies as a compulsory subject. For 14 to 16-year-olds, with a choice of the following school year, or the O level course, Groby found the Joint Matriculation Board's integrated syllabus would—with modifications—fit the bill.

This was looked into the CSE course, to make better use of school resources and to make a course transfer. JMB approved the scheme. But that was just the beginning. Next came the parents. Making consultations revealed that the idea, but was worried about it. Wasn't the course too wide-

a quarterly magazine, *World Studies Journal*. The next stage is to establish an A level course. Groby is negotiating with the Associated Examination Board for an A/O level in development studies.

Inevitably, problems remain. Some are built in; issues fossilize through using workbooks, a heaves of notes, a too-fixed syllabus. Project work is being cut by three quarters—Groby believes it can be more responsive via techniques like simulation games.

A balance has to be struck between keeping the course agreeably flexible and honouring the commitment to a specific exam syllabus. An exam qualification provides respectability, but makes some students view world studies as just another CSE/GCE scalp. Many react fully to issues (the "oh-no-not-population-again" syndrome).

A major problem—given the all-embracing nature of the concept—is the failure to get students and parents involved in local community projects. Selby talks of the need for "flashpoint" flexibility in the curriculum, so the school can pick up on crucial local issues. (Hence the joke about Cruise missiles.)

There is one striking exception. Last year's general election had two fourth-formers hounding all the major candidates about the global perspective. They were asked in desperation to call off their campaign dogs—they declined.

Nationally, world studies has a long path to beat. Few teachers appreciate the concepts involved. David Wright, of Kewick Hall College of Education, documented a "vicious circle of neglect"—little professional interest, few good texts, insubstantial support from examination boards and Schools Council.

A recent survey by the Centre for World Development Education (CWDE) on how the media handle development issues concluded: "British broadcasting as a whole quietly avoids one of the most relevant issues in the world today: the reasons for wealth and poverty, their inter-relationships, their impact on the rich and on the poor." Only 1.5 per cent of schools' programmes deal with such issues.

One drawback is that the subject is introduced too late in a child's school career. By secondary school, attitudes are often too firmly and unacceptably set. Frequently, a do-goodery aspect slightly makes self-respecting young sceptics back off fast. Some work is under way to introduce the concept into primary schools—in Derbyshire and Oxfordshire. So far, it is just a ripple.

Government policy does not help. Until 1977, official support for development education hardly existed. Small DES grants for the Council for Education in World Citizenship and the World Studies Project; a larger ODA one for CWDE. Then new ODA initiatives established the Development Education Fund and an Advisory Committee on Development Education. An original budget of £150,000 was upped to £9m for 1979-83. The DES backed the move in the Green Paper *Education in the 1990s*.

It did not last long. Last October the Government abolished fund and committees. Projects are left stranded, and the ODA is helping in the search for private sector funding. Ironically, the DES is funding a new body—the Standing Conference on Education for International Understanding. But its status and its money have gone.

But the world studies cause may be letting itself down. The subject is a difficult one, strong on political and educational differences, and a difficult one to teach. It is a subject that is often taught in a superficial way, and it is often taught in a way that is not relevant to the needs of the students. It is a subject that is often taught in a way that is not relevant to the needs of the students.

But the world studies cause may be letting itself down. The subject is a difficult one, strong on political and educational differences, and a difficult one to teach. It is a subject that is often taught in a superficial way, and it is often taught in a way that is not relevant to the needs of the students. It is a subject that is often taught in a way that is not relevant to the needs of the students.

features

A high-contrast, black and white photograph showing three people in a dark, industrial setting. One person is standing on the left, another is in the center, and a third is on the right, possibly operating a machine. The image is heavily textured and grainy.



"Community he

Photographs by Simon Heaven

☐ I would like more information on the Fur range.
☐ Please ask your representative to call.
 Name _____ Position _____
 Establishment _____
 Address _____
 Telephone No. _____
 W J Furze & Co Ltd, Theatre Division, Trafalgar Street,
 Leicester LE1 1JF. Tel: 0533 422222. Fax: 0533 422222.

THE OLD VIC

Timothy West Maurceen O'Brien

The Merchant of Venice

Sept 27, 29, 30, Oct 1, 2, 3, 10, 17, 30
Oct 1 and 11 at 2.00

Prices: \$1.00, Ca. 50, Ca. 75, Ca. 50, Ca. 50, Ca. 50
Student Ca. 50 on thru

Box Office: BR-228 7616 Credit Card: BR-268 122

Book and film reviews 34

extra Product of determination and solid reality

Stanley Segal on lessons from the past

It is now accepted that special educational provision for the rest of this century will bear the imprint of Warnock. But the reality of "Warnock" these next twenty years will itself be affected in the degree that we fail to learn certain lessons from this past twenty years.

"Warnock" did not just happen. An inquiry was urged in the 1960s—the decade of great reports. It was resisted. Ill-equipped teachers of "children with learning difficulties" in ordinary schools, might have been pardoned, had they strangled with their pupils. The outcome would have had no case for recompense if such teachers had bowed their heads in helplessness, turned more determinedly to the sick or drawn more satisfaction in "picking winners" than in offering education for each according to aptitude and ability.

Sigmatized special school teachers of the early 1950s, could with justice have remained in the protective towers of their aging schools. But they faced the need to arouse the community; and it took persistent years to alert a sufficient body of influential opinion. The 225 recommendations which followed were not arrived at overnight. They were determined by solid realities, not conjured out of the air.

And although, in discussing Warnock, we reveal the values we accept and the priorities we set, it is the kind of community we are, as one expected an overnight rush by newly enlightened ministers or persistent authorities to implement the recommendations. The "hidden curriculum" is not confined to schools; it exists in every community within every nation. Social attitudes, not solely the impact of economic constraints, are in dispute.

The Warnock generations of teachers about to emerge from colleges will be conscious that one in five pupils will have special educational needs. They will be doubly aware that the same way that MPs are

discussed problems long known—but in a new context and a new perspective. Many will experiment with new forms of organization as well as with micro-electronics.

All will require encouragement. They must have colleagues to turn to for colleagues who are visible, welcoming, and an example of flexible attitudes as well as a backup force. They must be encouraged into the hospitals and special schools in order to see for themselves that even the most severely handicapped child can be helped. They must also be reminded of the wider context which made Warnock possible: the context within which Warnock operated, and which is influenced by them. That context is not static.

Even socially desirable strands can bring unforeseen problems. The "humanistic" international tide which bore such labels as "normalization", "integration", and "mainstreaming", and which took us some distance in the 1970s, is today creating some havoc in the United States.

The passage of Public Law 94-142 (which mandated equal education for the handicapped) led to so much litigation that we hear of compassionate, experienced administrators who prefer to take early retirement, and of scarce special teachers who spend more time in the courts than in the schools. While this will no doubt prove a temporary phenomenon, we must record the failure of a backlash against special provision, expressed by Professor Hugh McBride of the University of the Pacific.

Even when times were better there was a need for "positive discrimination". Mothers with similar incomes may spend their children in different ways, and private schooling is a family and another stepping up problems for the future. Local authorities with similar incomes may advance different sets of priorities. Governments allocate the money they collect for the things they believe in.

In the same way that MPs are



not the sole influence upon government, so teachers are not the only influence upon education. In the 1950s a handful of talented researchers demonstrated to the world that "mental handicap" was an exciting area in which to work. They motivated others, publishing their findings, and professional organizations and professional parents' organizations and professionals from different disciplines they created "the changing outlook" for the mentally handicapped.

No one has yet calculated the increase in resources produced by the creativity or the waste of human and other resources which resulted from pessimism.

No one marvels at what happened at the beginning of the 1960s—just a few years after a pioneering mother published an article on "the autistic child" in a new, struggling journal, and just after a pioneering psychologist found, in that same journal, a message of communication. His findings were published. We had in 1960 the first ever international conference on the education of the backward child, and the first over international con-

ference on the scientific study of mental deficiency. There was a Nuffield inquiry into the availability and suitability of books for backward pupils, and there was the basis for the broad organization which is today known as the National Children's Bureau.

Teachers who advanced the concept in the 1960s that "no child is uneducable" did not succumb to the panic reaction that no politician was educable, or that "economic constraints" determined human values. The 1970s opened with an Education Act which helped isolate the "rejection syndrome" and subtly transformed the attitudes which once found it natural for any way traffic to proceed from ordinary to special school and from special school to exclusion from the school system.

The 1980s are now with us. 1981 has already been identified as the Year of the Disabled Person. Like the collective self-help group, we can now ask what we shall be doing in 1981 that we would not otherwise have done. That question can be put squarely to ourselves, to Gov-

ernment, to administrators, to parents and to the wider public.

The National Council for Education and the National Association for Remedial Education have been given a lead in discussing together ways of doing their joint research. The National Council for Special Education has also announced a plan of holding an international conference on special education in 1985—plainly anticipating the present stage of innovation.

By readily seeking and accepting all relevant expertise, by using the expanding resources of professional parents and passionate members of the public, by demonstrating recognition of rights as well as the needs of capped individuals, we can simultaneously improve the quality of life for the disabled and the lives of the society and the lives of the capped. The basic issue is one of economics but of human values.

Stanley Segal is Principal, Ravenswood Village and Special Education.

Gathering the strands

Will Swann describes a
new Open University
course on special education

If someone wanted one source from which to get a picture of special education in Britain today, they could be hard pressed to find it. It is an area with ill-defined boundaries, fragmented into many specialisms. *Special Needs in Education* (E241), the Open University's first course in special education, will be one source to which we hope people will go.

Scheduled to appear in 1982, it is a half credit course and will be available to both undergraduate students and as a course in its own right. It is directed not only at students in special and ordinary schools, but also at administrators, professionals who are involved with children with special needs.

The course aims first of all to develop a critical understanding of special education at the moment and of what extent it means the needs of the children it is intended to serve. Secondly, we will consider the circumstances under which these needs could be met fully.

Clearly the major debate on this subject surrounds integration into ordinary schools, and we have as our main theme to examine the conditions under which integration can be a successful alternative to special schooling. This means examining closely the relationship between special and normal education, our fourth aim.

How far is special education the product of an ordinary system ill-equipped to cater for the needs and interests of all children? How closely interweaved are the two systems, and how do changes in one affect the other?

The course introduces students to the wide range of special needs and the equally wide range of provision for special needs: we shall be concerned with the two parts of the school population currently identified as having special needs, the much larger group of children who have major difficulties coping at school, variably estimated as between 15 per cent and 20 per cent of all children, and the even greater numbers of children who end up failing at school.

The difficulties these groups encounter are closely related. We look at the role and experience of families with a handicapped child, the curriculum and curriculum of special education, further education for handicapped young people, the role of professionals and the special education of special education. Setting these in a broader context, we examine the history of our current policy and its underlying philosophy and we compare it with special education in other countries. The latter part of the course will look at the implications of biological and psychological discoveries for special educational needs, and at the implications of the "curriculum" for the prevention of handicap, the role of research in special education, the difficulties of innovation in a complex system.

Accompanying the course will be a specially published readers' guide, a collection of papers, and a specially commissioned, on-key text in special education, the other will be a compendium of special education case studies of handicapped children, their parents, teachers, and the curriculum they receive. The course will be a compendium of special education case studies of handicapped children, their parents, teachers, and the curriculum they receive.

One imagines professional educators, and about some introductory and quite detailed papers. The "action research" approach to the study of children without professional vision makes one think of the course as a "vision" course.

Will Swann is Chairman, Educational Studies, Open University.

On or off the record?

Peter Large on the 'recording' system

The White Paper, *Special Needs in Education*, is unlikely to bring about any improvement in the educational opportunities offered to handicapped children. This is a great pity, because the Committee of Inquiry into the Education of Handicapped Children and Youngsters was set up six years ago precisely because many people were dissatisfied with those opportunities.

It is an even greater pity because, although the White Paper acknowledges a shift in attitude, with more people believing that handicapped and non-handicapped children should be educated together, it presents no clear call to action, and no guidelines on achieving this, and no encouragement even to plan for its eventual end.

With its emphasis on lack of resources and need to work within existing financial limits, and with the lukewarm references to handicapped children being educated in ordinary schools, the White Paper brings little comfort to those who want handicapped and non-handicapped children to enjoy the same educational opportunities.

In this past, children and parents have laboured merely under the threat of exclusion. In future there will be the threat of a child being "recorded". This label will probably be more damaging than any devised to date and it will not make others' superfluous. In future, a non-recorded child with special educational needs will normally be educated in an ordinary school without much fuss. For a recorded child, however, this will only be possible if deemed "reasonable and practicable" by the same L.E.A. that has the child recorded.

Getting a child recorded will also make it easier for a segregationist local education authority to plead the arrangements for a child to go to an ordinary school would not be "compatible with the efficient education" of the other



children or with "the efficient use of public resources". There are other worrying features of the recording system. A local education authority will need only a *prima facie* case for recording a child before compelling the parents to submit the child for the examination of the multi-professional assessment process. Secondly, and worse, parents will not be allowed to see the reports on the basis of which L.E.A.s will judge whether to record their child. Parents will see only simplified "A-certificate" versions of the reports.

Finally, although parents will have a right to appeal against a placement proposed by the L.E.A., there appears to be no means whereby they can appeal against the recording of their child and no means of getting a child de-recorded.

In fact parents seem to be kept at arm's length, which is surprising for a Conservative government priding themselves on encouraging personal initiative and responsibility. Professional people will make the decisions and also, there are too few true professionals around who know what handicapped children can achieve, what their real problems are, and how they can best be helped.

Another problem with recording is that it will reinforce whatever is not happening in an area in relation to the segregation of handicapped children. Under the transitional arrangements, handicapped children now in special schools will all be deemed to be recorded, in matter how many of them could be better accommodated in ordinary schools. Moreover, the question of whether a child is recorded is subjectively bound up with end dependent upon facilities and attitudes throughout the L.E.A. area.

The White Paper explains that "a L.E.A. should not record a child if his special educational needs can be met by attending at the ordinary school maintained by the L.E.A. without the need for a systematic annual review". Thus, for example, if all ordinary schools in an area are inaccessible to people in wheelchairs, then all children in wheelchairs will be recorded and sent off to special schools.

Unfortunately, the White Paper will not encourage any of the real changes and start ending segregation. It pays lip service to handicapped children being educated in ordinary schools but is careful to reassure those who support segregation by repeated emphasis of the difficulties which some handicapped children face.

In practice this means, as it has always meant, that many "handicapped" children will remain in special schools even though they could easily be accommodated in ordinary schools. Everything depends on what one means by "unusually severe" and "serious" difficulties.

The White Paper is not a very happy document for those who want faster progress away from segregated education for handicapped children.

Peter Large is chairman of the Association of Disabled Parents.

On minimizing mess and maximizing fun

by Mary James

Making mud pies in bed is not exactly what one associates with sparkling hospitals. But it is just one kind of thing recommended, with detailed ideas on minimizing mess and maximizing interest and fun, in Barbara Waller's *Helping Sick Children Play* (Bullfinch Tindall £2.95). Directed mainly at nurses, this is a practical book. It also places the hospital in the context of the child's life, and the child's life in the context of the hospital.

First and foremost, children should be well and happy. The book is not a manual for the sick child, but a guide to the child's life in the hospital. It is a guide to the child's life in the hospital, and it is a guide to the child's life in the hospital.

And Sherrill's new book traces the history of the child in the hospital, which should follow the child's life in the hospital. It is a guide to the child's life in the hospital, and it is a guide to the child's life in the hospital.

Hallett and Olive Stevenson, both had experience of the committee which enquired into the Maria Colwell case and concerning themselves here with the complexities of practice behind the fine ideas of policy, they give particular attention to the problems presented by conferences and working relationships in area teams. Although child abuse is a specific subject, their considerations are relevant to the care of all children like the handicapped.

Our children have a right to be happy and to be healthy. It is a right to be happy and to be healthy. It is a right to be happy and to be healthy.

Our children have a right to be happy and to be healthy. It is a right to be happy and to be healthy. It is a right to be happy and to be healthy.

Our children have a right to be happy and to be healthy. It is a right to be happy and to be healthy. It is a right to be happy and to be healthy.

Stammer cure

Stammering: Practical help
ages. By Ann Irwin.
Penguin £1.35. 0 14 04616 6

Ann Irwin's book offers a "cure" for stammering. It is a book for parents and teachers, and it is a book for parents and teachers.

Stammering is a problem for many children. It is a problem for many children. It is a problem for many children.

Stammering is a problem for many children. It is a problem for many children. It is a problem for many children.

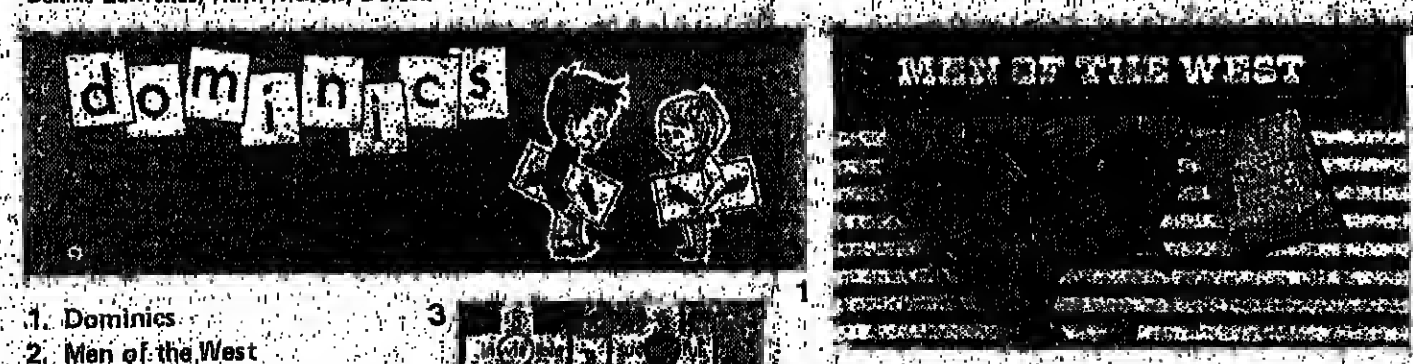
Stammering is a problem for many children. It is a problem for many children. It is a problem for many children.

This makes very Good Reading!

And Good Reading is what it's all about! The recent acquisition of Good Reading by ESA, underlines our commitment to developing an increasingly comprehensive range of reading and language materials. Such names as Nigel Begg, Kate Fitzsimmons, Dennis Lawrence, Ruth Nichols, Doran

Nichols, Betty Root and Dennis Wrigley have all contributed their invaluable experience to the products. As well as this extensive list, ESA has developed a considerable range of new language materials. Our catalogues have

been mailed to your school, but if you would like your own free copy, just fill in the coupon, and post it off to us today. It will really give you something to read about!



ESA
Good Reading

ESA Creative Learning Limited,
Pinnacles, PO Box 22, Harlow, Essex CM19 5AY. Tel: 0279 21131

Please send me a copy of the new ESA Good Reading catalogue.
Name _____
Address _____

extra Civilized care of the weakest members?

by Seamus Hegarty

Educational Handicap, Public Policy and Social History. By Seymour M. Sarason and John Davis. Collier Macmillan £11.95. 02 927920 8.

Tredgold's Mental Retardation. Edited by Michael Craft. Baillière Tindall £16.00. 7020 0684 X.

Accident of Birth. By Fred Meddell. BBC Publications £2.75. 563 56406 9.

Mental Handicap Nursing and Care. By Victoria Sheen. Souvenir Press £3.95. 285 64903 5. £3.95. 64902 7.

The Deaf Schoolchild. By R. Canard. Harper and Row £12.50. 6138085 5.

Teaching Language and Communication to the Mentally Handicapped. By Ken Leeming, Will Syrens, Judith Gorge and Peter Miller. Schools Council. Evans/Methuen £13.75. 423 50660 9. £9.25. 50660 9.

First Words Language Programme. By Bill Gillham. Heinemann £6.00. 04 371059 X. £3.95. 371060 3.

A Step-by-step Learning Guide for Older Retarded Children. £6.50 and £4.95. A Step-by-step Learning Guide for Retarded Infants and Children. By Vicki Johnson and Robert Warner. Croom Helm £7.50 and £4.95.

Behaviour Modification for the Mentally Handicapped. Edited by William Yule and Janet Carr. Croom Helm £11.95. 65664 841 8.

Strategies for Helping Parents of Exceptional Children. By Milton Coleman. Collier Macmillan £6.50. 02 928420 1.

One of the clichés of handicap debates is that a society is civilized to the extent that it cares for its weakest members. Sarason and Davis take this proposition on its head

with their social historical analysis of mental retardation and the various steps that have been taken to deal with it. They argue that a society's care for the mentally retarded can be measured by the extent to which it meets the needs of persons designated as mentally retarded — and not necessarily to the latter's advantage.

The argument is complex and not readily summarized. It revolves around the question: What is school for? Historically, answers to this question have been framed in terms of formal ideals (acquisition of knowledge and cognitive skills, assimilation of social and cultural values) and have ignored the "major function" of schools in determining the capabilities of students and, slotting them into categories. In America as elsewhere the common school system emerged as a cure for the social ills of poverty, delinquency and immorality. All children of a given age were assumed to be the same for the purposes of instruction. So far was this from being the case that once compulsory schooling forced all children into school the system was threatened with breakdown. This was avoided by designing a curriculum for all children which did not fit the standard pattern. Separate segregated provision was made for these and the system was enabled to remain intact to function as designed.

Too cynical, the reader may say. However, the detail of their social historical argument and — since this is not a book for the historian — the implications for current thinking and practice are not lightly dismissed. It takes issue with received ideas on retardation and special education. Mental retardation is not a condition like cerebral palsy or rheumatism, but a status that is given. It is a society invented concept that reflects prevailing values and prejudices. Mental retardation is the comprehensible apart from American society, culture, history — and that means taking account of links with European history, with Africa and the slave trade, with the demise of colonial domination, and so on.

This is a view of mental retardation that is uncomfortable far from much received thinking. Indeed it is nothing short of startling to turn from Sarason and Davis's suggestion that "the day is past when one can write a conventional textbook on mental retardation complete with definitions, descriptions of clinical syndromes, tests, and diagnostic criteria" to the new (12th) edition of Tredgold's Mental Retardation. Since 1908 it has been the textbook par excellence. Its view of mental retardation is a little broader now but the medical origins are still very much in evidence. Its six sections comprise: administrative; clinical; psychology and education; social work and residential care; the law; specialized areas (in fact, a miscellany). In keeping with the view of mental retardation as a medical condition, contributors come from a wide range of backgrounds. There is some new — and first-rate — material on educating mentally handicapped children, and a general updating of the psychological and legal content. The medical predominance remains, however, with the clinical section being the major one.

A more accessible introduction to mental handicap is provided by both Meddell (*Accident of Birth*) and Sheen (*Mental Handicap Nursing and Care*). Both offer straightforward accounts of basic notions. Meddell's book is the outcome of a survey of the language abilities of 1,400 pupils attending 19 EBN(S) schools, and extensive work with groups of teachers. Its detail and practical illustrations should be of the greatest assistance to teachers of severely retarded pupils. There is also a review of four major commercial language teaching programmes. The *First Words Language Programme* is designed to help a retarded child develop early vocabulary. It is clearly presented and accessible, though a summary of the evaluation (of its six-year

Remedial education across the basic curriculum

by Charles Gains

The traditional image of a remedial teacher is undergoing a dramatic reappraisal. In the second of its policy statements entitled *Guidelines for the Future*, the National Association for Remedial Education suggests a radical review of remedial work and includes the concept of remedial education across, and possibly through, the curriculum.

Much remedial work is still done on a withdrawal basis in remote corners of a school. It is based on the dubious concept that all the "remedial techniques, largely in the language and reading areas, and soon he will be returned to the regular classroom. This is the classic model of remedial education. The children have benefited from such approaches and it would be unwise to discount them completely. However, evidence suggests that others are handicapped by the very efforts made to help them.

The revolution still to come in special education is the involvement of parents in the education of children with special needs. If service is paid to it, as it should be, parents are given the involvement as equal partners. The Warnock Report requested that parents be able to make decisions on the education of their children with special needs. If service is paid to it, as it should be, parents are given the involvement as equal partners. The Warnock Report requested that parents be able to make decisions on the education of their children with special needs.



One in five or six.

Conditional control

Penny Earle on diabetics in schools

The understanding and treatment of diabetes in school should not be difficult, and education need not be affected if both child and educators are familiar with the causes and cures of problems. The condition is one which can be fitted into a normal life, not one around which life is led. However, a child on daily injections, with a special diet and possibly a host of medical and psychological consequences of the regime, cannot be expected to control and understand the disease without the assistance of medical and dietetic advisors, parent(s) and school staff and intercommunication between these three.

In spite of previous recommendations to local education authorities to produce guidelines on the treatment of diabetes in the educational system, these are only used (and therefore, one assumes, only produced) in Scotland. An invisible disease which affects 1 in 500 children under 18 must involve practically every school in Britain and it is irresponsible to imagine that, general as well as specific instructions should be left to individuals and voluntary bodies. Specific Warnock recommendations — which are to be wholeheartedly supported — include: forward planning at area and local level; informed career guidance and inclusion of common disabilities in teacher training/in-service curricula; and more opportunity for the lay-disabled, in teaching posts.

Day-to-day effects and treatment of diabetes differ from one person to the next and general instructions must be supplemented by specific details. The child cannot, for instance, fight alone against a school which has no exception to a "no extra food" rule or whose head teacher has not communicated the relatively simple instructions on, for example, individual diet and hypoglycaemic reactions received from the Health Authority staff and/or parent(s). There are also cases where records have not been passed from a previous school or no formalized dietary education exists in the area. The omission of discussion on special dietary requirements in Warnock underlines the general lack of information on the subject.

The diabetic who is supported by a good education is able to lead a full and independent life. But those who are self-reliant must be contented by the total understanding of simple requirements of school and at home. This cannot be done by one particular body. But if the links between parent(s), medical and dietetic staff, local education authority, teachers, school meals organization and catering staff, careers officer, and the child are strong, medical personnel should not be needed for the treatment of diabetes in schools. Warnock is a late but good starting point. It is essential that the recommendations on special dietary requirements, and liaison between local government bodies with parent participation be heeded.

Penny Earle is Youth Organiser of the British Diabetic Association, 10 Queen Anne Street, London W1M 0BD.

Heinemann Signposts to Spelling

JOY POLLOCK

This useful handbook was well received when first published by the Harlow Adult Centre. Now made available more widely, it contains twenty guides to the structure and spelling of English, together with a brief history of the language and other interesting features.

The teacher of any age group who uses Joy Pollock's ideas in the making of material and in the preparation of class lessons will be well equipped to deal with her pupils' spelling difficulties in an individual and systematic way.

Times Educational Supplement £1.75

The Vowel Crowd

JANE ROBERTS and JEREMY LONG, in consultation with RYAN HORNBY

In consultation with the co-author of *Alpha to Omega*, a remedial specialist and a cartoonist/designer have combined their expertise to produce three attractive workbooks which cover essentially the same broad stages of reading and spelling development as *Alpha to Omega*.

It is an excellent framework on which to build a variety of worthwhile exercises which give encouragement to the reader. The teachers' book I rate very highly — it is invaluable, and contains detailed and constructive ideas. I've discovered that the opportunity of doing it in my classroom and have benefited who would like to learn that.

Times Educational Supplement

Workbook 1	28p each	Teachers' Book 1	£1.80
Workbook 2	28p each	Teachers' Book 2	£2.30

Alpha to Omega 3rd edition £3.40

Project Motocross

FRANK MELLING

This workbook is high-interest material in a book for a wide range of activities to improve language skills in older remedial pupils.

It is ideally suited for project work with less able pupils. It is highly recommended for all secondary ages and adult students. It is written by a teacher with much experience in motocross, whose lively opinions, language and black and white photographs constantly keep the reader's interest.

Remedial Education £1.50

Heinemann Educational Books
22 Bedford Square, London WC1B 3HH

Public purse

Mary James on the Family Fund

The Family Fund: An Initiative in Social Policy. By Jonathan Bradshaw. Routledge and Kegan Paul. £10.95. 7100 0520 2.

At the end of 1972, the present Secretary of State for Industry, then in charge of the Social Services, announced the establishment of a fund to help families containing children who were severely disabled from birth. The Family Fund, as the promised purse, and its implementing agency were called, was highly unusual in several respects.

The Family Fund came into being in swift and sudden response to the 1972 crisis over compensation for Thailand-damaged children. This crisis was itself unusual for the depth and extent of public feeling on the issue and for the very active, purposeful role which was played by the press. But when the government of the day responded by offering help not to Thailand-damaged children but to severely disabled children in general, it extended public concern to a group which, surprisingly enough, had never previously been identified as a special group with particular needs and problems. Indeed, it was not even known how big a group it was likely to be.

Another unusual aspect of the

Family Fund was the enormous public interest which it has set up. Only three months after Sir Keith Joseph's original announcement, an organization existed which was ready to do business and, although its financial resources were small, it was a great concern, precisely the reverse problem being experienced after only two or three years' time. The ticks had become a flood and, to cope with the foundation, the Fund was established to make significant changes in its spending plans and decisions. These difficult decisions provided the central content of Jonathan Bradshaw's recently published study of the Fund's first four years.

A good proportion of the credit for the Family Fund must go to the Joseph Rowntree Memorial Trust, the body which the government appointed to administer the Family Fund in 1972 and which continued to administer it until the first £3m was exhausted. Further grants were made to keep it in operation. From the Government's point of view, the Family Fund proved to have a substantial political value and although the involvement of the Rowntree Trust resulted in some confusion to the minds of applicants who identified Rowntree only with ribblescotes, the appointment proved a wise one.

Not only did it account for the speed with which the Family Fund was able to start work. It also helped to account for the fund's flexibility and adaptability, two valuable characteristics which it would probably never have possessed in like measure had it been administered within existing government structures. Besides, right at the start, the Rowntree Trust had the sense to ensure that, even as it took place, the development of the fund was not a choreographed and studied. The resulting research project

Role change

T. J. Bailey argues that remedial teachers should re-examine their role

It is now 16 years since I first stood before a group of 14-year-old C stream pupils in a secondary boys school in West Midlands. As a newly qualified graduate, it was felt that I could do least harm by taking the pupils with learning difficulties, the remedial education, in the school where I worked was contained in a later document from the Department of Education and Science, their Education Survey 15 — *Learning in the Secondary School*. This document painted a picture of a countrywide shortage of expertise, in vision and effectiveness in remedial education. Since that time I have visited many secondary schools and, in my opinion, remedial teachers do have more experience, and facilities have improved to some extent. There is still a tendency to appoint remedial teachers to isolated posts, the Whitley, due to what Gains (in September 27, 1978) called their "natural conservatism, or the intransigent attitudes of other members of staff particularly head teachers, remedial teachers have not become, in the end, what would, indeed, their role if anything has decreased. Research findings suggest that the remedial teacher's role is not sustained in the long run. This, I think, is due to the argument that remedial education is a box.

It is, however, that remedial teachers are something special to both pupils and staff, provided they retain their role in the following ways:

1. Despite the fact that some large comprehensive schools, take pupils on a variety of feeder schools, remedial teachers should form part of the staff that visit all the primary schools to meet potential pupils and discuss their progress with their teachers prior to transfer. The Warnock Report 1978 suggests that 20% of the pupils are likely to have special needs and therefore fully trained remedial teachers



is of paramount importance. Alternatively or in addition, primary pupils in their final year should have an opportunity to visit the secondary school and meet the remedial teacher along with other appropriate staff.

2. Staff in assessment has always been considered an essential aspect of remedial work. Norm referenced or standardized tests have often been the staple diet of the secondary remedial teacher. However, the difficulties associated with the use of such tests are well known.

3. Criterion referenced or informal check lists are suggested as a more fruitful alternative. Remedial pupils should contain not only details of strengths and weaknesses as regards attainment, but such things as interests and learning style. Rutter, and his colleagues in 1970, have recommended that "within the factor of 'home factors' are not the only causes of learning failure."

Teachers themselves may well be investigating or exacerbating learning difficulties. Therefore, observation within a classroom is essential to remedial teachers' strengths and weaknesses in relation to classroom management technique and programmes of work as much as it is to acquire a differential diagnosis of a pupil.

4. Learning Programme Development. Warnock has provided a framework for developing teaching programmes. First, remedial teachers need to define teaching goals for each pupil, based on an assessment of their needs. Second, they need

New Publications

- ## What Sort of Life?
- A Paper for the OECD Project 'The Handicapped Adolescent' Patricia Rowan
- Handicapped youngsters may be more employable if they have not been integrated into normal schools. There is a tragic lack of occupation for these mentally handicapped school-leavers who need long patient training before they can earn their own living.
- These are among the conclusions of this report, based on a study of what is being done in local education authorities in the UK to help handicapped young people through the turning point between school and adult life and work — or life without work. It gives examples of good practices and innovations which have been worthwhile, but whose benefits may only reach a fraction of those in need, while drawing attention to some of the most serious gaps in provision.
- Order No. 8467 02 4 £5.50
- ## Children with Specific Learning Difficulties
- Paula Tansley and John Pankhurst
- A comprehensive review of research principally over the last ten years. The book concentrates on three main areas: etiology, incidence and remediation — and includes a chapter on terminology, an extensive bibliography, a glossary, a short appendix listing some current research in the field and some suggestions of future trends.
- Order No. 8070 02 1 Publication November
- ## Focus on Physical Handicap
- John Pankhurst
- An evaluative record of innovative work being done with the handicapped in twenty-five establishments of Further Education. The report documents a wide variety of practices and policies which will be of interest to Further Education establishments and, by way, whether already making provision for the handicapped or proposing to do so.
- Order No. 8071 02 1 Publication November
- NFER Publishing Company Ltd
Darville House
2 Oxford Road East
Windsor, Berks SL4 1DF

resources

'Gaps in schools television schedule'

by Carolyn O'Grady

Cuts of 8 per cent this year and a further 10 per cent in 1981-82 in BBC school television production costs may mean leaving gaps in the schedule starting next year, said Geoffrey Hall, head of School Broadcasting Television, last week. This was because there was "a limit to the length of time you can live on repeats".

Speaking at a London showing of schools programmes, Mr Hall said that in spite of financial problems, more schools were buying video recorders which enabled them to increase their use of broadcasts. Eighty-six per cent of secondary schools, he said, now have one or more video recorders, compared with 83 per cent last year and 70 per cent the year before.

Of our series for 13 to 18-year-olds, 90-95 per cent of the use is in recorded form. And secondary schools have, on average, 74 hours of recorded television material in their libraries.

Only 12 per cent of primary schools had one or more video recorders, Mr Hall said, though this figure was 9 per cent last year and 7 per cent the year before.

The increases in audience appeared to relate directly now to the increase in the purchase of video recorders, though some primary programmes attracted the biggest audiences of all—Watch is

viewed by 74 per cent of all primary schools and Merry-Go-Round by 53 per cent of primary schools. In secondary schools the most popular programme was Going to Work, a careers series which is used by 50 per cent of secondary schools.

The general increase in audiences, the investment, and the amount of recorded material held in libraries led the BBC Schools Television department to believe "that we are educational world. In many schools and in many subject areas television is now central in the work that goes on."

"I'd go as far as to say that in a few areas like primary school music or science it is television, or at least broadcasting, that enables the teaching of those subjects to go on in any systematic way at all. And in secondary schools hard times make it difficult to bring in the stimulus, the new material, the new ideas and the relevance to the real world except through television."

Mr Hall said that it was possible that where their interests coincided the BBC would join forces with outside bodies to share the costs involved in making programmes. Such ideas might include the Health Education Council and the Department of Industry. However, it would have to be agreed that the BBC's editorial control was absolute.

Question of definition

by Jackie Hardie

A Display Atlas of Elementary Anatomy. Wolfe Medical Publications. £7.95. "Elementary" is a word whose interpretation depends very much on your viewpoint. The full colour drawings on 44 cards in this set may be an introduction in the eyes of a medical student, but viewed through those of a school pupil they will seem advanced.

Each diagram number, labels, and keys are printed in the corners of the cards. Some of the 32 cards have just one illustration (such as views of the whole skeleton or circulation), while others have detailed drawings alongside simplified diagrams (as on that of the male reproductive system). It is difficult to see how the cards could be used in a classroom for the drawings are too small for demonstration purposes, and the cards are not laminated.

Some of the cards illustrate aspects of human anatomy that are overlooked at school level. The

section of human skin features both eccrine and apocrine sweat glands, the diagrams of the lymphatic system show how the two lymphatic ducts drain unequal territories, and another card features the ligaments of the movable joints of the leg. Unfortunately as there are several errors and omissions on the cards, their use in private study is impossible.

One mistake is on the diagram of the anterior view of the whole body musculature—the flexor muscles of the forearm appear to be named as biceps and triceps. As most A, O and CSE level material has the biceps as a flexor and the triceps as an extensor muscle, this could create confusion. More are on the diagram of the ear section, where neither the round nor oval windows are shown and the hammer of the middle ear seems to float in space rather than being attached to the ear drum.

These cards are expensive, and their use would be severely restricted at school level. The

Medieval resurrection

by Gorman Stafford

Then and There Filmstrips. The Medieval World. Edited by Marjorie Reeves

1. Royalty—Knights, Castles, Tournaments, Religious Life. 2. Country Life, Sports and Pastimes. 3. Town Life, Home Life, Travel. Three double-frame filmstrips, £4.35 each. Set, £10.95. Longman/Common Ground Filmstrips, Longman House, Burnt Hill, Harlow, Essex CM20 2JE.

The Medieval World, now in its twelfth year and third reprint, has survived well in a highly competitive field. Few schools fail to do justice to the Middle Ages or, more usually, to themes drawn from the medieval period. They are well served by the richness of the resource material now available from almost every publisher. These Longman units are supported by 14 "Then and There" titles drawn from The Medieval World and by a further six filmstrips each devoted to a specific theme.

Kingship is the starting-point in this series. The coronation, confirms the power and authority of the king; the splendour of the court helps sustain that authority. Efficiency, energy, generosity and military success appear to be the key to kingship. The presence of a beautiful and supportive queen, perhaps of European origin, was regarded as a bonus; hence the sequence of gibbets set up by Edward I as Eleanor's coffin was carried back from Nottingham to London.

Knights, castles and fighting were either aspects of a form of ritualised sport or of the savagery of war and the defence of the realm. Armour, knights on horseback, jousting and tournaments provide a rich field for inquiry. Chivalry and Beaumaris are of course magnificent and evocative.

Religious life is a topic completed in itself, for in significant respects it was the Church that made the Middle Ages. A new optimism, manifest in almost every aspect of life, coincided with a new wave of religious enthusiasm. Throughout Western Europe villages and towns



Marjorie Reeves's introduction to these units was an imprint of this new confidence in the form of some kind of religious ideal, the power of the religious ideal, the details of monastic life, church architecture, individual inspiration in the form of a St Francis or a St Dominic, the slow decline of the ideal and the institutions—the topic is open to approach from many angles.

The demands of the seasonal round dictated the pattern of life for most people. Ploughing, sowing, harvesting, threshing and grinding reminded the agricultural necessities. Sports and pastimes provided some compensation—hunting and hawking for the rich, wrestling and dancing for ordinary folk. Trade and commerce contributed to the bustling activity of town life and offered the possibility of wealth. The walled town existed to protect the community; the development of trade encouraged openness. Builders, blacksmiths and dyers are offered as examples of craftsmanship.

Home life refers largely to the life of the rich. The king of Portugal, along with an English prince, while cooks toil in the kitchen. Queen Isabella of France sits in her room surrounded by her ladies. Elaborate tapestries and ornate fabrics abound. The middle-class merchant has simple furniture but adequate food and warmth. This essentially contented portrait of medieval life concludes with an examination of the purposes and methods of royal, war, govern-

ment, pilgrimage and commerce. The usual method for men, the drawn letter for women, the Vanities of the great trading and starting point for Marjorie Reeves's introduction to these units was an imprint of this new confidence in the form of some kind of religious ideal, the power of the religious ideal, the details of monastic life, church architecture, individual inspiration in the form of a St Francis or a St Dominic, the slow decline of the ideal and the institutions—the topic is open to approach from many angles.

These units have survived as well as at least because much to the teacher, or in some cases pupils themselves. To need to decide how they will use this material, every frame has several possibilities. I have reservations: the accompanying notes are cursory, the justification for the inclusion of certain topics is arbitrary, the outlines of topics could be sketched more fully, the European dimension is not defined, the range of reproduction, the range of different usage must ensure the popularity and usefulness of these filmstrips.

The question remains: Marjorie Reeves has done a good job, but is it a pity? Why History? setting out the philosophy of history teaching to the Then and There series. How does this publication help to cover the period? How to avoid selling the information in terms of a curiosity and a quarantined value? Material from the 8 to 14 age range and the 14 to 18 age range is clearly described for the younger in that age group, is only useful for those engaged in a search for a more thematic analytical approach to the curriculum.

The schools lecture at the Museum for October is about Sources of Power, given by Dr T. Swift-Hook on 7th, 8th and 9th and 11th. The lecture is intended for teachers, though some material of general public may also be of interest.

A one-day course for primary and middle school teachers is planned for October. The Museum says the course is designed to help teachers explore the material of the Science Museum, the Science Museum, Exhibition, London SW7 2DD.

Special exhibitions currently at the Museum of London include: Blitz: Life in the 1940s, 1945-1946, 1947-1948, 1949-1950, 1951-1952, 1953-1954, 1955-1956, 1957-1958, 1959-1960, 1961-1962, 1963-1964, 1965-1966, 1967-1968, 1969-1970, 1971-1972, 1973-1974, 1975-1976, 1977-1978, 1979-1980, 1981-1982, 1983-1984, 1985-1986, 1987-1988, 1989-1990, 1991-1992, 1993-1994, 1995-1996, 1997-1998, 1999-2000, 2001-2002, 2003-2004, 2005-2006, 2007-2008, 2009-2010, 2011-2012, 2013-2014, 2015-2016, 2017-2018, 2019-2020, 2021-2022, 2023-2024, 2025-2026, 2027-2028, 2029-2030, 2031-2032, 2033-2034, 2035-2036, 2037-2038, 2039-2040, 2041-2042, 2043-2044, 2045-2046, 2047-2048, 2049-2050, 2051-2052, 2053-2054, 2055-2056, 2057-2058, 2059-2060, 2061-2062, 2063-2064, 2065-2066, 2067-2068, 2069-2070, 2071-2072, 2073-2074, 2075-2076, 2077-2078, 2079-2080, 2081-2082, 2083-2084, 2085-2086, 2087-2088, 2089-2090, 2091-2092, 2093-2094, 2095-2096, 2097-2098, 2099-2100, 2101-2102, 2103-2104, 2105-2106, 2107-2108, 2109-2110, 2111-2112, 2113-2114, 2115-2116, 2117-2118, 2119-2120, 2121-2122, 2123-2124, 2125-2126, 2127-2128, 2129-2130, 2131-2132, 2133-2134, 2135-2136, 2137-2138, 2139-2140, 2141-2142, 2143-2144, 2145-2146, 2147-2148, 2149-2150, 2151-2152, 2153-2154, 2155-2156, 2157-2158, 2159-2160, 2161-2162, 2163-2164, 2165-2166, 2167-2168, 2169-2170, 2171-2172, 2173-2174, 2175-2176, 2177-2178, 2179-2180, 2181-2182, 2183-2184, 2185-2186, 2187-2188, 2189-2190, 2191-2192, 2193-2194, 2195-2196, 2197-2198, 2199-2200, 2201-2202, 2203-2204, 2205-2206, 2207-2208, 2209-2210, 2211-2212, 2213-2214, 2215-2216, 2217-2218, 2219-2220, 2221-2222, 2223-2224, 2225-2226, 2227-2228, 2229-2230, 2231-2232, 2233-2234, 2235-2236, 2237-2238, 2239-2240, 2241-2242, 2243-2244, 2245-2246, 2247-2248, 2249-2250, 2251-2252, 2253-2254, 2255-2256, 2257-2258, 2259-2260, 2261-2262, 2263-2264, 2265-2266, 2267-2268, 2269-2270, 2271-2272, 2273-2274, 2275-2276, 2277-2278, 2279-2280, 2281-2282, 2283-2284, 2285-2286, 2287-2288, 2289-2290, 2291-2292, 2293-2294, 2295-2296, 2297-2298, 2299-2300, 2301-2302, 2303-2304, 2305-2306, 2307-2308, 2309-2310, 2311-2312, 2313-2314, 2315-2316, 2317-2318, 2319-2320, 2321-2322, 2323-2324, 2325-2326, 2327-2328, 2329-2330, 2331-2332, 2333-2334, 2335-2336, 2337-2338, 2339-2340, 2341-2342, 2343-2344, 2345-2346, 2347-2348, 2349-2350, 2351-2352, 2353-2354, 2355-2356, 2357-2358, 2359-2360, 2361-2362, 2363-2364, 2365-2366, 2367-2368, 2369-2370, 2371-2372, 2373-2374, 2375-2376, 2377-2378, 2379-2380, 2381-2382, 2383-2384, 2385-2386, 2387-2388, 2389-2390, 2391-2392, 2393-2394, 2395-2396, 2397-2398, 2399-2400, 2401-2402, 2403-2404, 2405-2406, 2407-2408, 2409-2410, 2411-2412, 2413-2414, 2415-2416, 2417-2418, 2419-2420, 2421-2422, 2423-2424, 2425-2426, 2427-2428, 2429-2430, 2431-2432, 2433-2434, 2435-2436, 2437-2438, 2439-2440, 2441-2442, 2443-2444, 2445-2446, 2447-2448, 2449-2450, 2451-2452, 2453-2454, 2455-2456, 2457-2458, 2459-2460, 2461-2462, 2463-2464, 2465-2466, 2467-2468, 2469-2470, 2471-2472, 2473-2474, 2475-2476, 2477-2478, 2479-2480, 2481-2482, 2483-2484, 2485-2486, 2487-2488, 2489-2490, 2491-2492, 2493-2494, 2495-2496, 2497-2498, 2499-2500, 2501-2502, 2503-2504, 2505-2506, 2507-2508, 2509-2510, 2511-2512, 2513-2514, 2515-2516, 2517-2518, 2519-2520, 2521-2522, 2523-2524, 2525-2526, 2527-2528, 2529-2530, 2531-2532, 2533-2534, 2535-2536, 2537-2538, 2539-2540, 2541-2542, 2543-2544, 2545-2546, 2547-2548, 2549-2550, 2551-2552, 2553-2554, 2555-2556, 2557-2558, 2559-2560, 2561-2562, 2563-2564, 2565-2566, 2567-2568, 2569-2570, 2571-2572, 2573-2574, 2575-2576, 2577-2578, 2579-2580, 2581-2582, 2583-2584, 2585-2586, 2587-2588, 2589-2590, 2591-2592, 2593-2594, 2595-2596, 2597-2598, 2599-2600, 2601-2602, 2603-2604, 2605-2606, 2607-2608, 2609-2610, 2611-2612, 2613-2614, 2615-2616, 2617-2618, 2619-2620, 2621-2622, 2623-2624, 2625-2626, 2627-2628, 2629-2630, 2631-2632, 2633-2634, 2635-2636, 2637-2638, 2639-2640, 2641-2642, 2643-2644, 2645-2646, 2647-2648, 2649-2650, 2651-2652, 2653-2654, 2655-2656, 2657-2658, 2659-2660, 2661-2662, 2663-2664, 2665-2666, 2667-2668, 2669-2670, 2671-2672, 2673-2674, 2675-2676, 2677-2678, 2679-2680, 2681-2682, 2683-2684, 2685-2686, 2687-2688, 2689-2690, 2691-2692, 2693-2694, 2695-2696, 2697-2698, 2699-2700, 2701-2702, 2703-2704, 2705-2706, 2707-2708, 2709-2710, 2711-2712, 2713-2714, 2715-2716, 2717-2718, 2719-2720, 2721-2722, 2723-2724, 2725-2726, 2727-2728, 2729-2730, 2731-2732, 2733-2734, 2735-2736, 2737-2738, 2739-2740, 2741-2742, 2743-2744, 2745-2746, 2747-2748, 2749-2750, 2751-2752, 2753-2754, 2755-2756, 2757-2758, 2759-2760, 2761-2762, 2763-2764, 2765-2766, 2767-2768, 2769-2770, 2771-2772, 2773-2774, 2775-2776, 2777-2778, 2779-2780, 2781-2782, 2783-2784, 2785-2786, 2787-2788, 2789-2790, 2791-2792, 2793-2794, 2795-2796, 2797-2798, 2799-2800, 2801-2802, 2803-2804, 2805-2806, 2807-2808, 2809-2810, 2811-2812, 2813-2814, 2815-2816, 2817-2818, 2819-2820, 2821-2822, 2823-2824, 2825-2826, 2827-2828, 2829-2830, 2831-2832, 2833-2834, 2835-2836, 2837-2838, 2839-2840, 2841-2842, 2843-2844, 2845-2846, 2847-2848, 2849-2850, 2851-2852, 2853-2854, 2855-2856, 2857-2858, 2859-2860, 2861-2862, 2863-2864, 2865-2866, 2867-2868, 2869-2870, 2871-2872, 2873-2874, 2875-2876, 2877-2878, 2879-2880, 2881-2882, 2883-2884, 2885-2886, 2887-2888, 2889-2890, 2891-2892, 2893-2894, 2895-2896, 2897-2898, 2899-2900, 2901-2902, 2903-2904, 2905-2906, 2907-2908, 2909-2910, 2911-2912, 2913-2914, 2915-2916, 2917-2918, 2919-2920, 2921-2922, 2923-2924, 2925-2926, 2927-2928, 2929-2930, 2931-2932, 2933-2934, 2935-2936, 2937-2938, 2939-2940, 2941-2942, 2943-2944, 2945-2946, 2947-2948, 2949-2950, 2951-2952, 2953-2954, 2955-2956, 2957-2958, 2959-2960, 2961-2962, 2963-2964, 2965-2966, 2967-2968, 2969-2970, 2971-2972, 2973-2974, 2975-2976, 2977-2978, 2979-2980, 2981-2982, 2983-2984, 2985-2986, 2987-2988, 2989-2990, 2991-2992, 2993-2994, 2995-2996, 2997-2998, 2999-3000, 3001-3002, 3003-3004, 3005-3006, 3007-3008, 3009-3010, 3011-3012, 3013-3014, 3015-3016, 3017-3018, 3019-3020, 3021-3022, 3023-3024, 3025-3026, 3027-3028, 3029-3030, 3031-3032, 3033-3034, 3035-3036, 3037-3038, 3039-3040, 3041-3042, 3043-3044, 3045-3046, 3047-3048, 3049-3050, 3051-3052, 3053-3054, 3055-3056, 3057-3058, 3059-3060, 3061-3062, 3063-3064, 3065-3066, 3067-3068, 3069-3070, 3071-3072, 3073-3074, 3075-3076, 3077-3078, 3079-3080, 3081-3082, 3083-3084, 3085-3086, 3087-3088, 3089-3090, 3091-3092, 3093-3094, 3095-3096, 3097-3098, 3099-3100, 3101-3102, 3103-3104, 3105-3106, 3107-3108, 3109-3110, 3111-3112, 3113-3114, 3115-3116, 3117-3118, 3119-3120, 3121-3122, 3123-3124, 3125-3126, 3127-3128, 3129-3130, 3131-3132, 3133-3134, 3135-3136, 3137-3138, 3139-3140, 3141-3142, 3143-3144, 3145-3146, 3147-3148, 3149-3150, 3151-3152, 3153-3154, 3155-3156, 3157-3158, 3159-3160, 3161-3162, 3163-3164, 3165-3166, 3167-3168, 3169-3170, 3171-3172, 3173-3174, 3175-3176, 3177-3178, 3179-3180, 3181-3182, 3183-3184, 3185-3186, 3187-3188, 3189-3190, 3191-3192, 3193-3194, 3195-3196, 3197-3198, 3199-3200, 3201-3202, 3203-3204, 3205-3206, 3207-3208, 3209-3210, 3211-3212, 3213-3214, 3215-3216, 3217-3218, 3219-3220, 3221-3222, 3223-3224, 3225-3226, 3227-3228, 3229-3230, 3231-3232, 3233-3234, 3235-3236, 3237-3238, 3239-3240, 3241-3242, 3243-3244, 3245-3246, 3247-3248, 3249-3250, 3251-3252, 3253-3254, 3255-3256, 3257-3258, 3259-3260, 3261-3262, 3263-3264, 3265-3266, 3267-3268, 3269-3270, 3271-3272, 3273-3274, 3275-3276, 3277-3278, 3279-3280, 3281-3282, 3283-3284, 3285-3286, 3287-3288, 3289-3290, 3291-3292, 3293-3294, 3295-3296, 3297-3298, 3299-3300, 3301-3302, 3303-3304, 3305-3306, 3307-3308, 3309-3310, 3311-3312, 3313-3314, 3315-3316, 3317-3318, 3319-3320, 3321-3322, 3323-3324, 3325-3326, 3327-3328, 3329-3330, 3331-3332, 3333-3334, 3335-3336, 3337-3338, 3339-3340, 3341-3342, 3343-3344, 3345-3346, 3347-3348, 3349-3350, 3351-3352, 3353-3354, 3355-3356, 3357-3358, 3359-3360, 3361-3362, 3363-3364, 3365-3366, 3367-3368, 3369-3370, 3371-3372, 3373-3374, 3375-3376, 3377-3378, 3379-3380, 3381-3382, 3383-3384, 3385-3386, 3387-3388, 3389-3390, 3391-3392, 3393-3394, 3395-3396, 3397-3398, 3399-3400, 3401-3402, 3403-3404, 3405-3406, 3407-3408, 3409-3410, 3411-3412, 3413-3414, 3415-3416, 3417-3418, 3419-3420, 3421-3422, 3423-3424, 3425-3426, 3427-3428, 3429-3430, 3431-3432, 3433-3434, 3435-3436, 3437-3438, 3439-3440, 3441-3442, 3443-3444, 3445-3446, 3447-3448, 3449-3450, 3451-3452, 3453-3454, 3455-3456, 3457-3458, 3459-3460, 3461-3462, 3463-3464, 3465-3466, 3467-3468, 3469-3470, 3471-3472, 3473-3474, 3475-3476, 3477-3478, 3479-3480, 3481-3482, 3483-3484, 3485-3486, 3487-3488, 3489-3490, 3491-3492, 3493-3494, 3495-3496, 3497-3498, 3499-3500, 3501-3502, 3503-3504, 3505-3506, 3507-3508, 3509-3510, 3511-3512, 3513-3514, 3515-3516, 3517-3518, 3519-3520, 3521-3522, 3523-3524, 3525-3526, 3527-3528, 3529-3530, 3531-3532, 3533-3534, 3535-3536, 3537-3538,

THE RSPCA

How the RSPCA serves the public

The role of the veterinary profession in animal welfare is vital. There are Veterinary Surgeons employed at our Clinics and Hospitals as well as at the RSPCA Headquarters in Horsham, to advise the Society, the Inspectors and the general public.



The inspector: no such thing as a typical day

Our Inspectors are the uniformed representatives of the Society. They are specially trained to carry out investigations concerning cruelty to animals. Their role varies according to local demands but, often results from the numerous telephone calls and letters received from the public. A typical day is impossible to describe but may include many of the following incidents: investigation of complaints of cruelty, and passing the information on to RSPCA Headquarters, attending to animals injured in road accidents, rescuing animals trapped in wells or up trees, patrol of local estate markings, ditching, Agricultural Shows, giving talks to children, questioning suspicious acts which have been reported and even busily destroying old, diseased, injured or abandoned animals.



Wildlife Units: to save apocryphal, to stop suffering

Wild animals in Britain are now subjected to many pressures which cause suffering. Some are declared pests and killed by the most effective, rather than most humane, method, whilst others are hunted for sport. Many species suffer from habitat destruction and pollution. Minor oil pollution of sea birds now occurs almost daily. The RSPCA has established a wildlife unit at Little Creek, in Somerset, which also has a modern cleaning unit for all seabirds and has been used to save many hundreds of oil-polluted seabirds during recent winters.

Captive wild animals present different, but equally serious, problems. Animals kept in a circus, zoo and those used for Fur Farming are causing a considerable concern. Exotic animals, kept as pets, often suffer greatly during their various stages of capture, transport and confinement.



Clinics and Animal Welfare Centres: bringing Veterinary Care within everyone's reach

The Society has more than 60 Clinics where qualified Veterinary Surgeons attend to treat animals whose owners cannot afford private veterinary fees. Local Branch volunteers or Inspectors frequently refer owners to a local Veterinary Surgeon and allow for the reclaiming of the fees under a Society Voucher System. There are more than 80 Animal Welfare Centres distributed throughout England and Wales, which provide advice on the care of animals, first aid and humane destruction facilities.

Animal Welfare is International and the RSPCA recognizes this. Its commitment to the EEC, its role in the European assembly, the RSPCA is currently involved in co-ordinating the Animal Welfare Societies of Europe. As a charity the Society cannot itself promote legislation although



Hospitals; everything from casualties to major operations

In the Greater London Area there are two Animal Hospitals which carry out modern surgical and clinical operations on animals. The Society provides a radio-controlled Ambulance Service throughout the Greater London Area and animals involved in accidents are brought into these Hospitals as quickly as possible. Some rural areas are served by mobile First Aid Units so that old or disabled people who cannot obtain transport to reach a surgery can have their pets treated by qualified staff.

We do work closely with Members of Parliament, from both Houses, who may introduce Bills and table questions concerning Animal Welfare. Bills have been introduced for Animal Welfare, Private Members measures which have reached the Statute Book and the Society can claim to have played an important part in these achievements.



Animal Homes: caring for unwanted

There are more than 50 Animal Homes based in England and Wales. These are used to rehabilitate unwanted animals, including strays. Although many localities employ Dog Wardens, Police are responsible for stray animals. A small number of Constables have within the Society to care for dogs during the statutory period.

Most of the work of the Society is based upon education and we consider it our responsibility to provide information to make people more aware of animal welfare and to change attitudes towards animals. It is on this basis that the Education Department of the Society was formed.

The Education Department

The educational role of the RSPCA is based on the fact that the Society believes in the evolutionary and moral kinship of all animals. Since rational behaviour must be based on knowledge and since man is a rational being, it follows that all men have a continuing moral duty to inform themselves on matters relevant to their own general and particular responsibilities towards their fellow creatures. It also follows that the RSPCA has a moral and constitutional obligation to help ensure that adequate facilities and resources are available for public information and education. The front line workers of our Education Service, those who actually do the work in schools, colleges, clubs, etc., are the Education Officers. We are assisted in various regions of the country.

A Publications Section is constantly organising and updating educational material that it is in line with current educational thinking and current RSPCA policy. Many

chests are also available in which language editions. The Department's Administrative Staff are constantly dealing with telephone and written enquiries from schools, pupils, clubs, etc. (Phone Horsham (0403) 64181 and ask for the Education Department).

The Educational Role of the Department

Since its early history the Society has always given priority to providing information to counter public ignorance to Animal Cruelty. Since its formation the role of the Education Department has been to further Humane Education, attempting to bring about a change in public attitude by bringing and maintaining on interest in animals and their environment. We initially attempt to arouse pupil interest by using our publications, exhibitions, displays, slides, etc., as well as by the use of media, posters, etc. The Education Officers visit Schools, Colleges and Universities, informing students and teachers about Animal Welfare topics. These topics may include a wide range of subjects, from pet care to the role of animals in farming, experimentation, or the importance of conserving the environment. Personal commitment is then often deepened through the activities of Junior or Adult Membership to the Society. Education Officers have a wide selection of films and slide sets and during their talks or lessons they use

various combinations of audio-visual aids and teaching techniques. Although most Schools have modern equipment, our staff are well prepared for those who have not. During their visits to schools, Education Officers would not only bring slides and films, but prepared to talk to large or small groups or teach with types of lessons but they will also bring with them a vast amount of teaching material. This material includes school project packs and posters, work cards and supporting educational material, for example posters, showing how pets are mistreated or factory farming animals imprisoned, books, journals and articles relating to Animal Welfare and a vast amount of material which is relevant to society and the environment. We also have an information service which will also have on Schools which are particularly interested in the care of animals. We also have a service which is especially prepared to help teachers. We also have a service which is especially prepared to help teachers. We also have a service which is especially prepared to help teachers.

interest and expertise. They are prepared to speak on any one of a large selection of topics although it is only natural for individual Education Officers to have their own specialities. By their own knowledge of the local area they prefer to choose what they consider to be the best talk for each particular group or school. Most of them prefer to teach groups of teachers or students at O and A levels or above and many would like to become much more involved in practical ecological work within the School Science Curriculum. The most profitable type of work for Education Officers is with teachers and older pupils, who are above 15 or 16 years, and who are in the extra preparation for which work is very productive. Education Officers are also prepared to become involved with schools, especially those which are particularly interested in the care of animals. We also have a service which is especially prepared to help teachers. We also have a service which is especially prepared to help teachers.

Published by The RSPCA Approved by the D.E.S. Yours for just £2 by completing the coupon on page 42. THE RSPCA

THE RSPCA

The Role of Education Officers in Schools

A basic requirement of any educational process is that the material presented by the various teaching strategies must be applicable to the social background, experience, and intelligence of the learner. The staff of our Education Department are specifically trained and qualified to teach. While in schools our Education Officers have the backing and credibility of a Society which has

been founded for more than 150 years. Our principles and policies have become part of the everyday life of this country and our Education Officers are in fact passing on to your pupils the moral approach of a well-respected and dedicated Animal Welfare movement. They have a simple ultimate educational objective: to encourage a respect for life and to develop a caring attitude to animals.

RSPCA Education Officer comments on Education

According to many of our Education Officers our contribution to Education is by being involved in many of the areas tabulated below:

- (i) Providing a complete experience by developing an awareness and sensitivity towards a set of values.
- (ii) Passing on information and moral concepts to enable developing young people to contribute to World and to eventually make a contribution to Society.
- (iii) Developing the intellect to encourage a growing ability to constructively analyse, establish values and recognize acceptable values.
- (iv) Communicating knowledge with a view to developing each individual's potential as a capable and responsible human being.

- (v) Stimulating thought and developing personal interest by providing a wide range of background experience to encourage further study and the formation of informed decisions.
- (vi) A continuous life process involving the acquisition of knowledge and experience and developing the ability to use that knowledge and experience.

Our Education Officers are not only concerned with teaching school children Animal Welfare concepts, for the care and good of the animals they represent, but are also most concerned with passing on sets of values which will be beneficial in the total moral, social and intellectual improvement of the school children they teach.

Educational Materials

It may be that you have never heard of the RSPCA's Education Department or have not considered using its Education Officers because you were not sure of their role within schools. Last year we conducted a Schools Campaign for Animal Welfare, which entitled the direct involvement of school and educational establishments in this country. We posted packs of teaching material which demonstrated the areas of concern, namely and verbally advertising the role of the Education Officers. This campaign met with a good response. We also have a service which is especially prepared to help teachers. We also have a service which is especially prepared to help teachers.

To arouse the interest and teach specific age-groups of pupils and children. Primary/Junior School Teachers, we can supply you with project packs which will include all the material you need for your class displays to back up any lessons you are teaching. We also have a service which is especially prepared to help teachers. We also have a service which is especially prepared to help teachers.

WHERE CAN YOU FIND THE WIDEST RANGE OF ANIMAL PUBLICATIONS, POSTERS AND PROJECT PACKS?

The RSPCA Educational Resources Catalogue. Send for your copy free by completing the coupon on page 42.

Subjects for Educational Visits

The most requested talks are on "Pet Care" and "The Work of the RSPCA". In some regions our staff give a considerable number of talks to Primary Schools. It is apparently easier to fit Animal Welfare Topics into the Primary curriculum which is usually less structured than in Secondary Schools, where examination work demands a tighter structure. We would like to teach in more Secondary Schools since a great deal of our educational material is designed for this age group and they are more likely to benefit educationally.

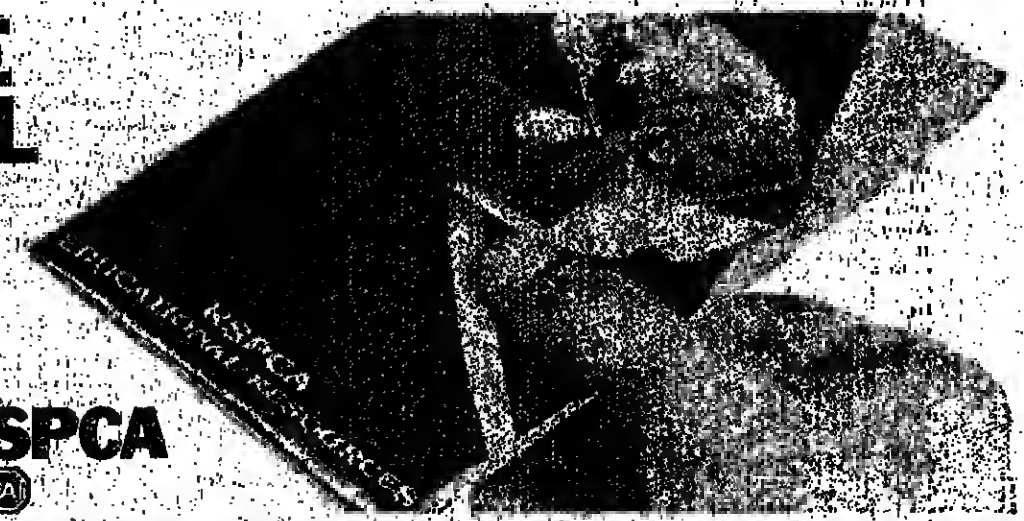
While in schools Education Officers often suggest that pupils undertake suitable projects or consider joining as Junior Members of the RSPCA. More and more of our staff are being invited to teach Animal Welfare within the formal school curriculum, in Biology lessons, or even to groups covering Animal Welfare projects in Sociology, English, Domestic Science or Humanities. We are, of course, actively involved in

many school clubs including the Duke of Edinburgh Award Scheme. For their subject material Education Officers draw from the wide range of areas included in the overall policy statements of the Society. The level or depth covered can range from simple conversation talks on respect for the countryside to more detailed University Seminars on any of the many intricate areas of the Biological Sciences. Our records indicate that the following types of talks are given to the various groups:

Type of Group	Talks/Lessons/Lecture Title Area	Notes
Primary Schools	Pet Care, Country Code, Dangerous Litter, Wildlife, General Nature Study, Respect for Animals.	Level of talk kept to very simple concepts to gain interest in animals. Usually for Animals rather than for Wildlife topics.
Junior/Middle Schools	Pet Care, Dangerous Litter, Pollution, Pesticides, Fishing Tackle, Careers with Animals, Habitat Destruction.	Established "population of talk" why they are bad and raise the basic needs of the environment. Retention to popular points, how to make a choice of pet. Introduction of concepts of Ecology relative to the needs of man and animals. Gradual introduction of Animal Welfare concepts. Posters questions to provide thought on this area. Projects encouraged.
Secondary	Bird Talks, Conservation, Wildlife, Factory Farming, Old Birds, The Work of the RSPCA, Traffic to Wildlife, Pollution, Habitat Work, Careers with Animals.	More active participation in Animal Welfare encouraged. Seeking to demonstrate their individual responsibility for Animal Welfare through their various areas of concern. Lower work to coincide with teacher preference and to complement class work.
"A-level" Colleges and Universities	Specific Subject Material on Population Ecology, Humane Control of Pests, Debates on the various Policy Statements.	Course work conducted by specially trained staff or to meet the needs of various Clubs, Debates Societies, etc.
Clubs out of School (for example: SFC)	Import/Export of Animals, Factory Farming.	Usually evening and weekend presentations taken by Education Staff only if time available. Often "specialist" or "topic" presentations. Branches may speak.
School Clubs	Various talks as above, as well as Talent or Duke of Edinburgh Award Lectures.	Also welcome other visits, but prefer participants in a structured programme rather than entertainment, courses and projects.
General Talks to Young and Adult Audiences	The Work of Inspectors, Homes and Cliffs, Campaigns (such as Snake and Snare), Factory Farming, Clusters, Zoonosis, Experimental, Dangerous Litter, and other defined topics including the balance between Agriculture/Conservation and Animal Welfare.	We often take to the "various" clubs the all age-groups, 11 to 16 years, but, to be fair, we only encourage active involvement in an adult talk at best of a detailed Educational Programme.
Teachers' Conferences	Usually one of talks or courses to suit the specification of the group, but Education Officers usually cover the aims, services and publications of the Education Department. Pets and Wildlife topics are high on the list of priorities, as well as Animal Welfare and Animals in Schools, which are specialist subject areas.	This is a priority area and we will always meet your requests to hold these courses at your school or one of our Centres.

We do not restrict talks to these areas, but these are our most used subjects for these different groups.

Other areas of work have included Exhibitions, Practical Ecology, Field Courses, Agricultural Shows, Camouflaging, Local, Radio and Television broadcasts or interviews. All these areas of work endorsed the very wide range of knowledge, expertise and confidence necessary for RSPCA Education Officers. Education Officers keep local Education Officers informed of the work of the Society. This is often done by then in advising school staff on the benefits of the animals, particularly those used in laboratories and classrooms. Education Officers are always attempting to recruit Junior Members and they often organize projects, courses and clubs within schools for this purpose. Since most acts of cruelty appear to occur because of ignorance, our long term objectives are to change public attitudes and to encourage an increased respect for animal life. It is with this in mind that we are striving to have Animal Welfare become an integral part of the curriculum within all schools.



THE RSPCA

Out of school activities for children and teachers

Mallydams Wood

The Mallydams Wood Nature Reserve and Teaching Centre has two specific roles: (a) To maintain a woodland nature reserve whilst demonstrating Animal Welfare principles. (b) To make the maximum use of the purpose-built Teaching Centre. This Centre has a large well equipped Classroom Laboratory as well as Research facilities.

During the past two years, the Centre has provided courses for children, teachers and other adult groups. The natural situations provided by the Reserve give a wide variety of local habitats. Records of birds, mammals, reptiles and invertebrates are meticulously kept, as well as physical and chemical data regarding the woodland and local habitats. This information is also used for the courses held at the Centre.

There are more than 100 small nesting boxes within the 50 acres of woodland reserve as well as a small animal clinic and a bird cleaning unit. Nature trails have been marked out and literature has been prepared to assist parties who use the site for study.

At present, the Centre is mostly used by local groups but it is hoped that residential accommodation will soon be provided so that it can then be used for residential Teachers' Courses or for older Secondary and Sixth Form Pupils. Sussex University have noted the value of the site and are now using it for their BEd course work in Environmental Science.



Mallydams Wood caters for all types of wildlife education.

Over the years we have catered for numerous parties and groups and our present Educational Programmes at Mallydams Wood cater for all levels of ability and experience. The resources and staff combine to provide the necessary equipment and expertise to conduct high-quality courses in a vast number of Animal Welfare and Science topics.

Recently, we have arranged courses for teachers and school pupils from Primary and Secondary Schools, Students of University and 'A' level in areas such as woodland, seashore and freshwater ecology. Teachers' Courses on Animals in Schools and General Courses on The Impact of Man on the Environment have also been a great success.

Junior Membership

From its early days, in 1875, when it was known as the Royal Society for the Protection of Animals, the Junior Membership Section is now an active Junior Society for young people aged up to 17 years, who are interested in Animal Welfare. The overall objective of Junior Membership is to encourage young people to adopt a responsible caring attitude to all animals, in particular, Junior Membership involves children in all aspects of the site and are now using it for their BEd course work in Environmental Science.

Although young people are often fickle in their approach to clubs it is hoped that some of the activities of the Junior Membership scheme, including field days, visits, talks, films, under the direction of Education Officers or voluntary Group Leaders and the prepared literature will motivate youngsters and keep them interested and involved in practical Animal Welfare projects.

Junior Membership is divided into two sections: for members aged from 7 to 11 and those aged from 12 to 17 years. Members, who, where possible, are organized into local groups, under the supervision of an adult leader who is registered at our Headquarters. In the absence of a convenient local group, individual members are welcomed and encouraged to participate in our activities, as much as possible.

Affiliated Membership is available for organizations or families not wanting to become full members. When a group is enrolled, they are sent copies of the appropriate magazine and badges for each member of their group. The appointed Group Leader receives a copy of "Guidelines for Group Leaders" which describes the objectives of the scheme and gives details of suggested activities and group administration. Groups will also receive information regarding an RSPCA Care Award Scheme and a Prize List and Catalogue of Educational Materials.

A large number of our present Junior Members have been encouraged to join by their school teachers. By encouraging these young people to become involved in Junior Membership, the teachers are helping to ensure that their pupils are not only involved in a club but in an educational scheme which has specific aims and objectives pertinent to their local area.

Junior Membership has fluctuated through the years and the present membership of just over 30,000 has grown from the August 1975 figure of 3,648. The membership has shown a rapid upward surge since January 1980, and we feel that this is probably the result of better publicity as well as the impact of our recent Schools Campaign for Animal Welfare.

There is every indication that co-ordinated recruitment will greatly improve the Junior Membership figure in the future. Please ask for details of this Scheme on the attached reply slip. We are sure it has a lot to offer your pupils.

The majority of Junior Membership groups are in the Primary School sector with an overall lack of Secondary School groups. We would like to encourage Secondary Schools to form groups, since they can make a significant contribution to Animal Welfare.

Teachers Courses

One of the most effective ways for Education Officers to contact large numbers of school children is by gaining the help of teachers. Education Officers often invite interested teachers to attend specially designed courses which give guidance on ways of integrating Animal Welfare subjects into the curriculum. These courses enable personal contact with local Education Officers and the opportunity to view displays of the wide range of RSPCA educational materials which are available for teachers to use.

Our courses are designed to suit the requirements of local teachers and this is usually achieved for discussion sessions regarding the use of RSPCA Project Kits and other teaching packs. These include: "Animals in Schools", "Wildlife Habitats", "Performing Ani-

mal", "Hedgehogs, and City Wildlife".

A series of courses which cover the many aspects of the "Animals in Schools" have been prepared on this subject. The value and welfare of animals in school is obviously of great concern and in this Course particular attention is paid to areas such as Species which can be kept in Animal Accommodation, Health and Hygiene, and Sexing (including work). Health and Hygiene, and Sexing (including work). Health and Hygiene, and Sexing (including work).

Teachers' Courses to Ecology, also conducted by Education Officers, so that different local Wildlife Habitats can be studied.

Most of these teachers courses are of the form of "after school" or "Teachers' Centres" but could be local Environmental Studies or our own Mallydams Wood may be arranged for week-end weekends. If the article you now read has stimulated your interest in the RSPCA and in Wildlife, enquire about a Teachers' Course by contacting your local Education Officer (listed below) filling in the reply slip.

Summary

The need to encourage public concern and awareness of the state of the environment is a growing concern. From the morning until we sleep, our lives are increasingly with those of a vast number of animals. Our food, clothing, war, commerce and other activities are connected as a result of the environmental degradation, and often form deep fellow creatures. We are the connected, because there are many of us and many lives and habitats of animals. If you have decided that you want to help, please contact your local Education Officer (listed below) filling in the reply slip.

High flying adored

Hilary Wilce reports on the gliding courses on offer from the Upward Bound Trust



Some sports are so expensive they are quite out of reach for most young people, no matter how keen they are. Gliding, the most popular of the air sports, comes into this category.

Prices have rocketed recently and it costs about £300 to achieve a solo, standard, fee-free from club to club, but at some of the more popular clubs in south-east England, a single tow into the air by aeroplane, not counting membership and instruction fees, can set a glider pilot back £5.

So, for the majority of young people, taking to the air has to remain an unfulfilled ambition. The exceptions are those able to take courses with the Upward Bound Trust, which exists solely to introduce young people to gliding at a reasonable cost.

It operates on Saturdays and Sundays from an Oxfordshire airfield. On Saturdays groups of about a dozen, mainly from youth organizations or schools, are given a brief introduction to the sport. For £4.50 they spend the day at the airfield and are guaranteed three flights each.

On Sundays a course is run to train students to solo level. This costs £30 for 13 flights and normally lasts about 10 weeks. Any student who needs extra flights to go solo can have them for 75p a launch.

Costs are kept low by using instructors and ground staff who give their services free, and by operating with the minimum of equipment. Three elderly gliders (two Slingsby T21Bs and a Berglake 2) are launched by an equally elderly launch crew. The one remaining strip of a war-time airfield, (Strick Civil Aviation Authority regulations, however, mean that the airfield must be maintained at a certain standard, which is why the trust has to operate on a very tight budget).

The airfield, at Hoddanham, near Thame, has no club house, no tea wagon and no toilets. The wind sock has holes and the airfield gates have to be kept locked at all times, to keep out vandals who steal or break the Trust's precious equipment stored in the lone hangar.

The airfield was visited by King George and Winston Churchill when they were debating the advantages of using glider pilots in the war. Now some of those wartime glider pilots act as weekend instructors for the Upward Bound Trust, which was set up in the early 1960s by members of the former Glider Pilot Regiment. Its founder and present chairman is Brigadier George Chatterton, and the regimental association makes donations for equipment.

The Trust is a registered charity, and raises about £1,500 of its annual operating costs of £3,500 from donations and gifts. It is not, however, eligible for Sports Council grants, as it has an age limit on its solo courses.

Since it started, just under a thousand students have taken this course, which aims to teach them up to the British Gliding Association's A certificate (requiring the pupil to fly three solo circuits). Seven students have become instructors, and several have also taken their private pilot's licence. About a thousand young people have also taken part in the one-day course begun four years ago.

For the corps of half a dozen instructors, the Trust means days of hard, unpaid work. "For example, we had a large group of Scouts here yesterday, some as young as eight or nine, all running about, blowing down the pilot tube to make the air speed indicator go round. The wind was blowing from the north, so the air speed indicator was not working properly."

"But I enjoy flying anything, and it's quite a satisfying feeling to see some of these lads going solo for the first time and knowing you've given them an additional skill."

Another bonus for instructors is cheap flying in uncrowded conditions, and the chance to go up in the single-seater, high-performance glider which the instructors have bought as a syndicate. For students the association provides a rare opportunity for cheap, concentrated tuition.

David Cole, who at 16 is the youngest member of the present course, had his name down for a year and a half after his father, who works near the airfield, heard about the Trust. In the meantime he started gliding at a nearby club and hopes to go solo soon. Once he gets a job as an engineering apprentice, he hopes to buy a share in a glider.

Such plans are beyond the hopes of Paul Cannon, 23, who works nearby as a fork lift-truck driver. His name was down at 21 for the course, but he also had a long wait. Ideally, he would like to fly a powered aircraft, but knows it will always be too expensive.

"I suppose the gliding's what I expected, although the first time I saw those old gliders they looked so fragile. I thought they'd fall to bits in the sky. Then when we went up, my eyes were rolling round in my head and we were going up and down. But if I ever get to go solo I'd like to stay on here. If they'll have me, it's a nice break, coming out here all day, getting away from the pubs and things."

The Trust uses some ex-students as ground staff. For a membership of £15 a year, they have the opportunity of cheap flying when it can be slotted into the programme.

Nineteen-year-old Martin Rendall, who works in electronics, wants to move on to more serious flying by joining the Royal Air Force. He heard about the Trust when working part-time at a nearby oil-field, and has also had experience at other gliding centres. "The gliders here are much older, but the instruction is just as good. It's good, cheap flying."

All students have to work hard on the ground, pushing gliders about, logging flights and steady wing tips. They have to learn proper pre-flight procedures for coordination and safety, as well as develop their skills in the air.

Members of the Trust make no elaborate claims for their work, but the necessary teamwork and discipline involved in launching gliders safely into the air, as well as the judgment and self-reliance needed to pilot an aircraft, obviously makes demands on untapped resources.

"We had a group of lads along here who were in care with the social services," Vernon Jennings, the chief flying instructor, said. "The first week they all came in their scooter gear, but before we knew where we were they were dressing like us old ones. Harris tweed jackets, the lot. Goodness knows where they got them from. But they did change while they did the course, although whether or not it lasted is another thing."

The Trust makes no selection on the basis of need or circumstance. Anyone in the right age-group can apply and, if fit, take their place on the waiting list. Solo courses are run year-round, weather permitting. Children younger than 16 are accepted on the one-day courses which are run from April to November. These are normally arranged by teachers or youth leaders. More details from M. A. Clark, Honorary Secretary, 27 Crotch Crescent, New Marston, Oxford.

RSPCA Education Officers in your area

County	Education Officer	County	Education Officer
Avon	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Devon	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Berkshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Dorset	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Bristol	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Essex	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Cambridgeshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Gloucestershire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Cheshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Herefordshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Cornwall	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Leicestershire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Cumbria	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Lincolnshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Derbyshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	London	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Devon	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Northamptonshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Dorset	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	North Yorkshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Essex	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Nottinghamshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Gloucestershire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Shropshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Herefordshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Suffolk	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Leicestershire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Sussex	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Lincolnshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Wiltshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
London	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Worcestershire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
Northamptonshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.	Yorks	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.
North Yorkshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.		
Nottinghamshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.		
Shropshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.		
Suffolk	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.		
Sussex	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.		
Wiltshire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.		
Worcestershire	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.		
Yorks	Mr. J. H. Smith, 10, The Green, Stroud, Glos. GL8 3JH. Tel: 0292 511111.		

Find out more about RSPCA Educational Services

Tick as appropriate.

- | | |
|---|--|
| <input type="checkbox"/> RSPCA Policies on Animal Welfare leaflet. | <input type="checkbox"/> RSPCA Educational Resources Catalogue (see panel on page 3). |
| <input type="checkbox"/> Details of Adult Membership. | <input type="checkbox"/> Animals in Schools teachers guide (see panel on page 40) £2.00 including p.p. |
| <input type="checkbox"/> Details of Junior Membership Scheme. | <input type="checkbox"/> Would you like to be contacted by your local RSPCA Education Officer? |
| <input type="checkbox"/> Details of Teachers' courses in your area. | |

Name _____
 Position _____
 School or College _____
 Address _____
 Complete and send with 10 X 7 SAE to:
 RSPCA Education Department (T.E.S.)
 Causeway, Horden, West Sussex BN12 1TH

SECONDARY

Mathematics continued

TAMWORTH
TAMWORTH DISTRICT
MATHS. 11-12. 1981-82.
Applications for 1981-82.
11-12. 1981-82.
11-12. 1981-82.
11-12. 1981-82.

TRAFFORD
TRAFFORD DISTRICT
MATHS. 11-12. 1981-82.
Applications for 1981-82.
11-12. 1981-82.
11-12. 1981-82.

WEST SUSSEX
WEST SUSSEX DISTRICT
MATHS. 11-12. 1981-82.
Applications for 1981-82.
11-12. 1981-82.
11-12. 1981-82.

WARWICKSHIRE
WARWICKSHIRE DISTRICT
MATHS. 11-12. 1981-82.
Applications for 1981-82.
11-12. 1981-82.
11-12. 1981-82.

Modern Languages

Heads of Department

LONDON

London Borough of Hammersmith and Fulham
MATHS. 11-12. 1981-82.
Applications for 1981-82.
11-12. 1981-82.
11-12. 1981-82.

DONCASTER

Doncaster District
MATHS. 11-12. 1981-82.
Applications for 1981-82.
11-12. 1981-82.
11-12. 1981-82.

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

Cambridge

Peterborough

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DORSET

DOR

Y
uph dly

ALISON
 125 2ND
 11 10 183
 GENERAL
 AGENCIES TO
 STATE 1,
 TO HEAD-
 3.

 1.1.1. 1920
 (1919)
 GIADVA 18
 ing, well-
 informed
 candidate to
 and/or tech-
 nology center.
 on marriage
 and, 1919

SCHOOL
ED ASD
D. Williams
ACE/MANAGER,
possible:
to contribute
with areas of
trained in ex-
perimenter.
He wish to
collaborate con-

SCHOOL
1890
D. Williams,
GENERAL
Manager; and
John A. Lee-
man, Treasurer.
The school is
located in the
city of New York.

City of
London
more in
ment a
OLS

October 17, 1960.

The post will involve substantial amount of A level work in a well-established department. Assistance will be provided and equal exposure.

Please apply

January 1. TEACHER
SCIENCE, 91 of BIOLOGY and
SCIENCE, to be Assistant Slavin
man. Turn, to work under
the close guidance of the
Slavin Head who is in charge
of the developing sixth form of
pupils.

Further details available

SURREY
GLEBE LANDS SCHOOL
Grange, Surrey. Pupils 15
School of SCIENCE, 16 Children
January in Arts, 16 Children
Slavin School, The Slavin School
the school. The Slavin School
H. L. C. C. P. S.

THE HEAD MANHATTAN SCHOOL
 TEACHER for January 1967 a BSc
 in BIOLOGY for the
 15th year in a mixed school.
 from the Head Teacher Mr. David
 M. Kennedy advised
 Application forms may be obtained
 from the Directors' Personnel
 KALINE
 (London Borough of
 EDUCATION SERVICE
 NORTH HORN HIGH SCHOOL
 Barnet Lane, North
 Required for January 19
 BIOLOGY Teacher (5th
 in the teaching of BIO

BIRM

NGHAM

VOLUNTARY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE:
Bishop Walsh School, Wyldre Green Road, Sullon
Coldfield BT6 8QT
NEED OF PHYSICS (Scale 3) required for January to teach full
time course up to A level. Well established Department, excel-
lent facilities.
Apply to Correspondence Governor c/o Headmaster at the school.

COUNTY SECONDARY SCHOOLS

Unless otherwise stated, requests for application forms for State 1 posts should be sent direct to **Head of the school** to whom as possible, together with the names of two referees, and a.c.s., **Bolmore School, St Michael's Road, Sutton Coldfield B73 5BY**
(Mixed Comprehensive, 700 pupils, 12 years)

work. Two Home Economics rooms with excellent facilities.

Teacher of GERMAN/FRENCH. **Head B17. 6LF**
George Dixon Spaul, City
 Required January: Teacher of TECHNICAL DRAWING. Previous
 applicant need not teach. Closing date: 6/19/60.

Lordswood Girls' School, Knightswood Head B17. 6QB
 Required January: Well-qualified teacher of HOME ECONOMICS,
 to share teaching of subject throughout school, including A
 Level work and also, at present, Headship in first year.
 Closing date: 6/19/60.

Teacher of PHYSICS. Examination work may be available to suitable applicant.
Naseby School, Naseby Road BT 3HG

VOLUNTARY SECONDARY SCHOOLS
SCALE 1 POSTS
Bishop Walsh R.C. School, Wylde Green Road, Sutton

Required January: Teacher for FRENCH to 10 and possibly
A level.
Apply in Correspondent Governor or Headmaster at the school

St. John West R.C. School, Oxham Road, B21 8HH
Tel. 3 621-854 1829
4 Le - 800 pupils
Vacancy in October for temporary teacher of ENGLISH. Ability to teach some Music and/or play the piano would be an advantage.
Applications to Correspondent Governor, c/o school
Closing date: 1st October 1988. Only CVs will be considered.

Crops/hulsey facilities may be available in certain areas.

INGHAM COUNCIL

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

**NORTHUMBERLAND
COUNTY COUNCIL
HEXHAM QUEEN ELIZABETH
COUNTY HIGH SCHOOL**

[illegible]

POWYS COUNTY COUNCIL
EDUCATION DEPARTMENT
LANFAYLLIN HIGH SCHOOL
Required for January.
Eligibly qualified TEACHERS
ANDERSON and FRENCH.
The person appointed
expected to undertake
duties at all levels.

and U.S.E. and
opportunities for
level, rank, French will b
Scale 1 level
Scale 1 post. (Nat.
Application forms na
particulars obtainable
from Teacher (a.n.e.)
whom completed forms
returned by October 24.

TEMPORARY ASSISTANT
for ENDLISH
academic year only. dble
levels 11 to 16 in a up
mathematical department. th
thematic approach.
Closing date as soon as
Applications by letter.

personal details and information
qualifications, experience and
together with the address
addresses of two referees
sent to the Director
Gen. Education Office,
London, Rotherham S60 1A
D. W. Ellis, Director
Personnel Resources.

COUNCIL

my, middle and special
Department of Education
to the Head Teacher

be accompanied by

SCHOOL (No. on W
LSII DDJ, Telephone: 713
ckle, B.Sc., M.Ed.
graduate to teach ENGL
ul experience of exam. in

SCHOOL No. on Roll:
565W. Telephone: 75780
Avanah B.Sc.
Remedial Teacher: 10

rooms and teach small clinical studies and some research. Head of Biology to teach and to assist with Gen

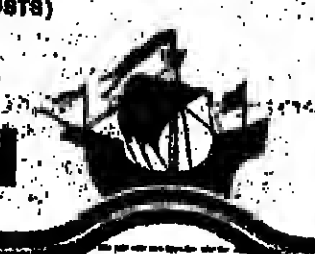
63P. Telephone: 661055
B.A., Ph.D.
Teacher to 1910 - a team of
of games and recreation
during in the campus p
on. Through the begin

IV. SCHOOL (No. nm
L25 ILJ. Telephone 86
Lowell, B.A.
TWO TEACHERS OF A
ottery and the other in P

en Roll: 1,461; 11-18 '94
12 593. Telephone: 5726
TEACHER OF MAT
Mathematics; taught in
and 64. From work n
Further details from Schol
No. on Roll: 1,240; 1

22 413. Telephone: Weth
Teacher of PHYSICS to
Hico General Science, Fnr
SALE 11

SALE 1)
VE SCHOOL, Inc. ca. W
LS25-111, Telephone 1, 865
wton, B.A.
or two forms, a teacher



STRATHCLYDE REGIONAL COUNCIL

Argyll & Bute Division HEAD TEACHER

Re-Advertisement.
Dunoon Grammar School (RP £7,889).
Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.
Dunoon Grammar School is an all through 8th year comprehensive school which offers a full range of SCE and other courses. The school roll is currently 1,150 pupils with 288 in the 4th and 5th years. The roll is likely to fall in the future and in consequence the responsibility post indicated may be reduced.
The school offers for all secondary aged pupils from the Cowal Peninsula in Argyll, eighty pupils from distant parts of the Cowal Peninsula in a school located in the heart of the town of Dunoon. It is intended to make provision for handicapped pupils of secondary age in the school as from August 1981.
Forms of application are to be obtained from the Regional Education Officer, Argyll House, Alexandra Parade, Dunoon, Argyll, PA21 2AT (Telephone Number 0489), to whom they must be returned not later than 2nd October, 1980.
Previous applicants are not required to submit a further application.

EDWARD MILLER
Director of Education

ORKNEY ISLANDS COUNCIL

Education Department
KIRKWALL GRAMMAR SCHOOL
(No 940)

Applications are invited from registered teachers for the post of

TEACHER OF BUSINESS STUDIES

in the above school. Salary according to the Scottish Teachers' Salaries Memorandum including on island payment of £364.

Howing may be available and assistance is given with removal expenses.

Further particulars and application forms, which should be returned not later than October 10, 1980, may be obtained from the Director of Education, Council Offices, Kirkwall, Orkney.

STRATHCLYDE REGIONAL COUNCIL

RENFREW Sub-Region

EDUCATION DEPARTMENT

(Re-Advertisement)

COMMUNITY EDUCATION WORKER

EASTWOOD AREA
Salary Scale: C.E.W. - £5,427-£7,077 plus 7½% irregular hours payment plus weekend, antenatal, payment. The main tasks of this post will be to identify and develop resources, provide facilities and specialist leaders for a programme of recreational, cultural and educational interests suitable to the needs of the community. The areas of work to be covered embrace Youth Work, Adult Education and the needs of the handicapped and elderly. Applicants must hold Diploma in Community Education Studies.

Applications for this job descriptions can be obtained from the Assistant Director of Manpower Services, Regional Offices, Cotton Street, Paisley, to whom completed forms, signed Ref. R442, should be returned by 10th October, 1980.

R. M. O. McCulloch
Director of Manpower Services

EDUCATION DEPARTMENT

(Re-Advertisement)

COMMUNITY EDUCATION WORKER

EASTWOOD AREA
Salary Scale: C.E.W. - £5,427-£7,077 plus 7½% irregular hours payment plus weekend, antenatal, payment. The main tasks of this post will be to identify and develop resources, provide facilities and specialist leaders for a programme of recreational, cultural and educational interests suitable to the needs of the community. The areas of work to be covered embrace Youth Work, Adult Education and the needs of the handicapped and elderly. Applicants must hold Diploma in Community Education Studies.

Applications for this job descriptions can be obtained from the Assistant Director of Manpower Services, Regional Offices, Cotton Street, Paisley, to whom completed forms, signed Ref. R442, should be returned by 10th October, 1980.

R. M. O. McCulloch
Director of Manpower Services

EDUCATION DEPARTMENT

(Re-Advertisement)

COMMUNITY EDUCATION WORKER

EASTWOOD AREA
Salary Scale: C.E.W. - £5,427-£7,077 plus 7½% irregular hours payment plus weekend, antenatal, payment. The main tasks of this post will be to identify and develop resources, provide facilities and specialist leaders for a programme of recreational, cultural and educational interests suitable to the needs of the community. The areas of work to be covered embrace Youth Work, Adult Education and the needs of the handicapped and elderly. Applicants must hold Diploma in Community Education Studies.

Applications for this job descriptions can be obtained from the Assistant Director of Manpower Services, Regional Offices, Cotton Street, Paisley, to whom completed forms, signed Ref. R442, should be returned by 10th October, 1980.

R. M. O. McCulloch
Director of Manpower Services

EDUCATION DEPARTMENT

(Re-Advertisement)

COMMUNITY EDUCATION WORKER

EASTWOOD AREA
Salary Scale: C.E.W. - £5,427-£7,077 plus 7½% irregular hours payment plus weekend, antenatal, payment. The main tasks of this post will be to identify and develop resources, provide facilities and specialist leaders for a programme of recreational, cultural and educational interests suitable to the needs of the community. The areas of work to be covered embrace Youth Work, Adult Education and the needs of the handicapped and elderly. Applicants must hold Diploma in Community Education Studies.

Applications for this job descriptions can be obtained from the Assistant Director of Manpower Services, Regional Offices, Cotton Street, Paisley, to whom completed forms, signed Ref. R442, should be returned by 10th October, 1980.

R. M. O. McCulloch
Director of Manpower Services

SCOTTISH APPOINTMENTS

Universities

GLASGOW

THE UNIVERSITY DIRECTOR OF ADULT AND CONTINUING EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Glasgow, 100, Cathedral Street, Glasgow, G4 0AT, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

STIRLING

THE UNIVERSITY DEPARTMENT OF EDUCATION

Applications are invited for the above post from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the University of Stirling, Stirling, FK9 2ET, to whom they must be returned not later than 2nd October, 1980.

ENDEAVOUR TRAINING (SCOTLAND) LIMITED

requires a

SCOTTISH REGIONAL OFFICER

directly responsible for the development of Endeavour Training. Demanding post requiring initiative and ability to respond to the developmental/training needs of industry and the organisation of residential and other programmes. A commitment to the development and importance of young people is essential.

Salary: £4,854-£8,877 according to age and experience. Substantial increases anticipated from 1st October. Car or generous car allowances provided.

Applications to: Colin Williams
224 West Regent Street
Glasgow, G2
(041-248 7871)

not later than Friday, 10th October, at 12 noon. Pre-qualified applicants need not re-apply.

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

Sixth Form and Tertiary Colleges

Heads of Department

ESSEX

THE HAVING SCHOOL
The Havering School, Havering, Essex, is seeking a Head of Department for the Sixth Form and Tertiary Colleges.

Applications are invited from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the Havering School, Havering, Essex, to whom they must be returned not later than 2nd October, 1980.

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

Special Education

Headships

STAFFORDSHIRE

EDUCATION COMMITTEE
The Education Committee of Staffordshire is seeking a Head of Department for the Special Education.

Applications are invited from registered teachers who have had considerable experience in posts of responsibility.

Further particulars may be obtained from the Education Committee of Staffordshire, Stafford, to whom they must be returned not later than 2nd October, 1980.

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

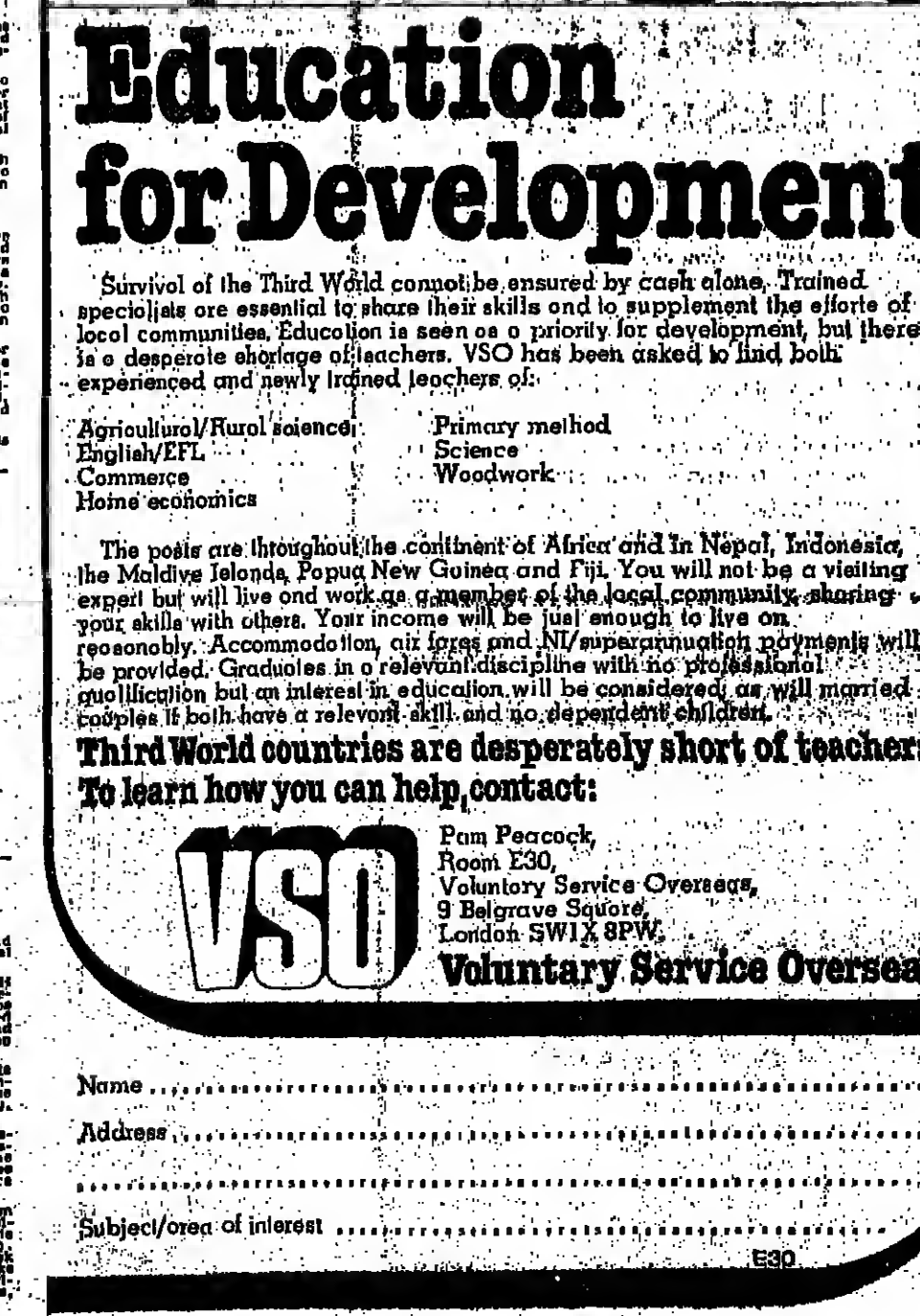
For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

For further information and application forms, please contact Mr. Colin Williams, 224 West Regent Street, Glasgow, G2, (041-248 7871).

LONDON
INNER LONDON

in accordance with
condition (1) E. 101

E30



DO YOU PUT SAFETY FIRST?

If you're a teacher with a strong interest in safety and would now like the opportunity to take on the challenge of a new career in this field, you could be just the man or woman we need to help manage and coordinate our comprehensive 'Home, Road and Water Safety Programme' here in Camden.

Deputy Chief Public Safety Officer

In a small, active section you will be fully involved in all aspects of the programme as well as being personally involved in education and training schemes—RAO/ACU, NCP, etc.—on a regular basis. You'll also enjoy a good deal of involvement at Public Safety Committee meetings and other national/local safety organisation meetings.

Camden is a large and thriving inner London Borough and the breadth of your responsibilities will be wide. Naturally you will need to have a keen interest in safety, be a skilled organiser and, particularly, enjoy a ready ability to communicate verbally and in writing and with all age groups. Experience in the design of teaching material and an interest in Public Relations would be especially useful. Professional qualifications or membership of a Safety Association would be an advantage.

Salary ranges from £7,362-£7,803.

(under review)

So, if you feel that you could make a strong contribution to safety in Camden ring Harry Walker on 01-270 4390 ext 297 for an informal discussion.

Application form from end to be returned to Director of Planning and Communications, Town Hall, Euston Road, London NW1 2PU, or telephone 01-270 4384 ext. 211, quoting ref. 8/27/TEB. Closing date 10th October, 1980.



CAMDEN

An equal opportunity employer

Applicants are considered on the basis of their ability for the post regardless of sex, race and marital status. Also registered disabled persons with the necessary attributes are welcome to apply.

EDUCATIONAL POSTS OVERSEAS

2 LECTURERS OF ENGLISH AS A FOREIGN LANGUAGE (Indonesia)

British Council Centre, Jakarta. Post available early November, 1980.

Duties: Teaching English principally to Post-graduate students, acting as Organising Tutor and Materials Writing.

Qualifications: Candidates should be graduates with post-graduate qualifications in TEFL or ELA and have a minimum of two years' teaching experience.

Experience in multi-media teaching and materials writing.

Salary: £4,368-£7,107 p.a.

Benefits include free shared accommodation; medical benefits; two-year contract.

80 D 57-58

LECTURER/SUPERVISOR (ENGLISH LANGUAGE CONSULTANT) (Singapore)

British Council Centre.

Duties: Leading Materials Production and Design Team in Curriculum Development Workshop projects; Teacher Training at RSCA (TEFL level) and English tuition at all levels.

Qualifications: Candidates should be single with an MA in EL or Applied Linguistics and have at least seven years' EFL experience including three years' secondary school teaching.

Salary: £5,016-£7,895 p.a.

Benefits: Personal allowance; free accommodation; medical benefits; two-year contract.

80 D 58

TEACHER OF ENGLISH LANGUAGE (Japan)

Tottori University.

Date of appointment: (April 1981).

Duties: To teach English Language to undergraduates in the Faculty of General Education.

Qualifications: UK citizens with degree, TEFL qualification and teaching experience. Men are preferred for this appointment.

Salary: £210,000 Yen-431,000 Yen per annum (rate of exchange approximately 1530=£1).

Benefits: fares and baggage allowances; two-year contract, renewable. 80 B 65-67

HEAD OF GEOGRAPHY DEPARTMENT (SCALE 21/2 INFANT TEACHERS (SCALE 11) (Peru)

Merikman College, Lima.

An independent boys' school of 1350 pupils aged 5-18. Required for March 1981.

Duties: 1. To teach Geography to pupils aged 12-18 and to co-ordinate the work of the department. 2. To teach General Subjects to pupils aged 5-7.

Qualifications: Candidates aged up to 62 must be British citizens male for post 1, female for post 2 (single or married teaching couples preferred) with British qualifications—Certificate of Education essential. Enthusiastic young teacher welcomed.

Salary: Burnham Scales paid in Soles.

Benefits: Settling-in allowance; travel and baggage allowances; expatriate allowance; three-year contract, renewable. 80 B 65-67

HEAD OF MATHEMATICS DEPARTMENT (SCALE 31/TEACHER OF MATHEMATICS (SCALE 11) (Peru)

Colégio San Blas, Lima.

An independent girls' school of 1100 pupils aged 5-18. Required for March 1981.

Duties: To teach Mathematics to pupils aged 11-17. Head of Department also to co-ordinate work of other staff.

Qualifications: Candidates aged 25-45 must have a degree and PGCE; knowledge of Spanish desirable. Head of Department must also have five years' teaching experience (some in Britain) plus one year in a post of responsibility.

Salary: Burnham Scales paid in Soles.

Benefits: Living allowance; baggage allowance; terminal bonus; three-year contract, renewable. 80 B 65-67

Room fares was paid. Local contracts are guaranteed by the British Council.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant references number and title of post, for further details and application form to The British Council (Education), 20 Davies Street, London W1V 2AA.

YOUTH AND COMMUNITY SERVICE continued

STAFFORDSHIRE COUNTY COUNCIL

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

Advertisements for the recruitment of Youth and Community Workers.

VERY URGENT VACANCIES

PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

of PHYSICS TEACHER to "A" level, top MODIFIED private school.

THE DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

MINISTRY OF POSTS AND TELECOMMUNICATIONS

TEACHING IN ALGERIA

(1980-1981)

Applications are invited from suitably qualified teachers for English teaching positions at the Institute of Telecommunications of ORAN (Algeria).

Duties: to teach English language to students of the Institute from beginner to advanced level. The teaching will be B.S.P. based.

Qualifications: Candidates must be graduates with preferably a TEFL qualification.

Applications by letter giving details of age, education, training, degrees and experience should be sent to The Cultural Section (Posts and Telecommunications Administration), Algerian Embassy, 54 Holland Park, London W11 3RS. Tel. 01-221 7800.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Royal County of BERKSHIRE

TRAINEE CAREERS OFFICER

£3,408-£3,990

Candidates should hold graduate or equivalent professional qualifications and must have at least one year of full-time employment experience. Following a period of practical training the trainee will be seconded to a one year course of training in January, 1981. Candidates already on courses may be eligible for consideration if they possess the qualifications and employment experience. Upon appointment to careers officer posts salary range of £4,501-£5,704.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28. Closing date October 17th.

Further details and application form available from Director of Education (C), Kennal House, 90/92 Kings Road, Reading RG1 3SL. Tel. Reading 55661 ext. 28.

